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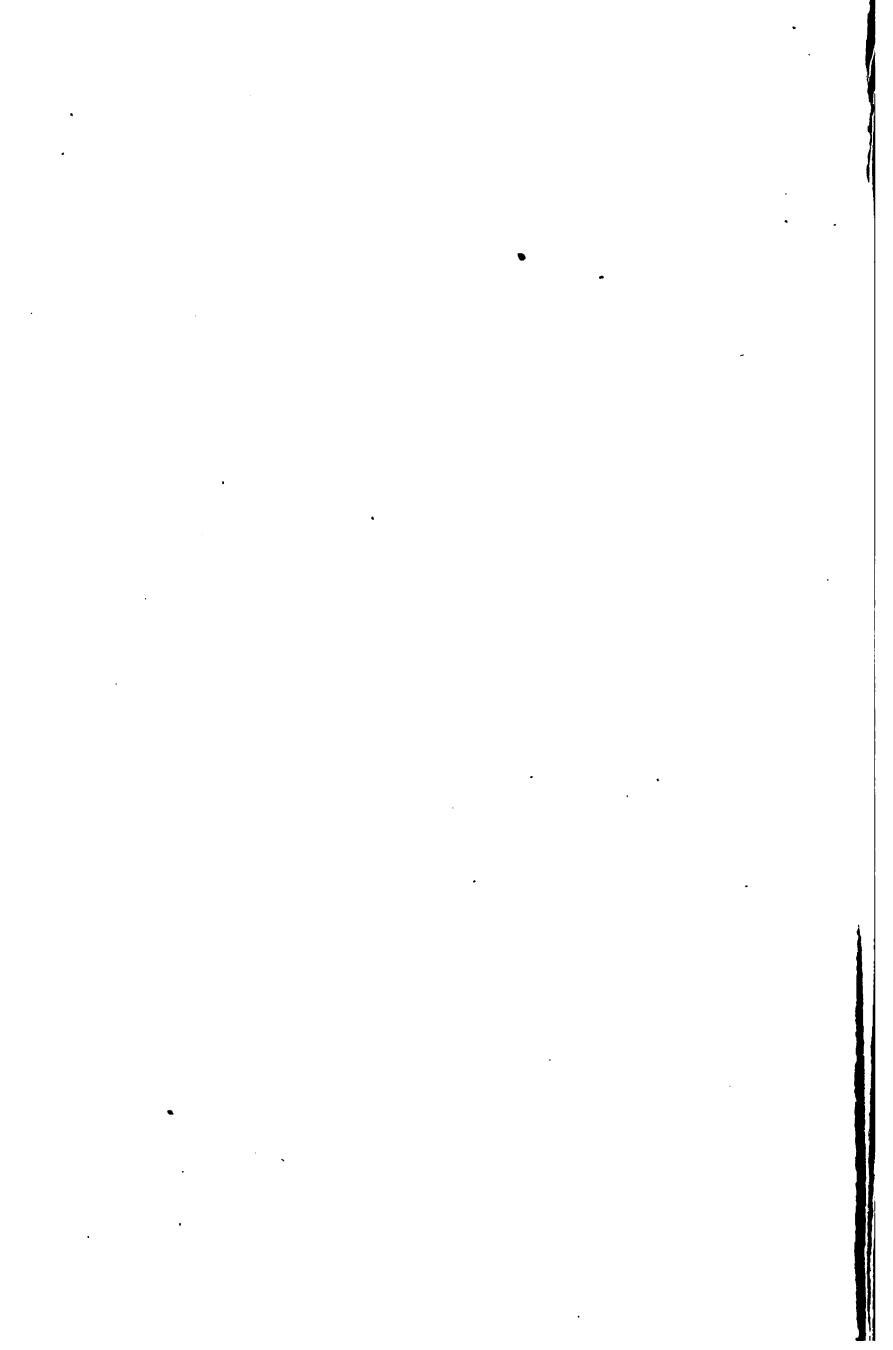
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ELEMENTS OF ENGLISH GRAMMAR

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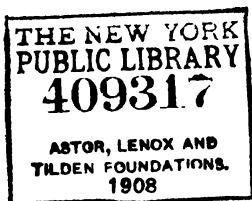
LAWTON B. EVANS, A.M.

SUPERINTENDENT OF SCHOOLS, AUGUSTA, GEORGIA

"Reading maketh a full man ; conference a ready man ; and
writing an exact man." — FRANCIS BACON.

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PREFACE

THE purpose of this book is to teach the pupil to speak and write the English language correctly. No especial effort has been made to teach him to analyze, parse, or diagram the sentences of others, except as illustrations of what he himself is to do. There has been a constant purpose to teach him to make his own sentences in correct form, and to avoid the common errors into which he may fall in his everyday speech.

The complaint is made against grammars that they give too little power in the use of language. The result is that many pupils can give all the rules, can parse and analyze any sentence, yet they speak incorrectly and write poorly. The author of this book has endeavored to present a system in which there is an intensely practical application of the elements of grammar. This is essentially a grammar by doing. Its purpose is to give the pupil power and confidence in the correct use of his language, both in speech and in writing. The author hopes thereby that the pupils who have studied these pages will be able to avoid the ordinary errors of speech and to construct sentences in good and correct form.

In order to do this, it is necessary for the pupil to practice unceasingly in the detection of errors, in the observation of well-constructed sentences, and in the making of many good sentences for himself. Many oral and written exercises have been provided as guides for his use and direction; for in language, as in everything else,

we learn to do by doing. If these exercises are faithfully performed and an intelligent use is made of the methods provided, it is earnestly hoped that our pupils will be relieved of the charge of more knowledge about grammar than power in the use of correct language.

LAWTON B. EVANS.

AUGUSTA, GEORGIA.

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HOW TO USE THIS BOOK

TO THE TEACHER:—

The purpose of this book is to teach the pupils of the upper grammar grades to speak and write correctly by having them do much correct speaking and writing.

This is accomplished by means of many exercises which may be used orally and in writing. You will find that writing will make your pupils exact, and that speaking will make them fluent. It is best to use both methods, even with the same exercises, as far as possible.

Each chapter topic is unfolded according to the following scheme:—

1. An Explanation.—This is at the beginning of the lesson, and is designed for home study as well as class explanation. The sentence or sentences at the head of the lesson should be written on the board, and the subject to be taught should be made clear to the class. Pupils should not be expected to learn correct language entirely by themselves, but they should be taught it at the recitation as well.

2. An Amplification.—Following the explanation there is an enlargement of the idea as the subject naturally falls into divisions. These also need to be explained and taught to the pupils, even though they may be required to learn them afterwards at home.

3. An Illustration.—After the subject to be taught has been understood by the pupils it is necessary to illus-

trate it by proper sentences. These are given in examples and exercises, and serve to show the class the use of good language forms. These exercises should be used carefully, and, whether by oral or written method, the pupils should be made to understand clearly the point involved. In addition to the illustrations given in the text, the teacher and pupil should add others at their pleasure. It is a great point gained when the pupils are able to provide sentences of their own to illustrate any subject under discussion. Do not be content with the illustrations given in the text, but stimulate the class to suggest as many more as possible.

4. An Application. — This is by far the most important part of the language teaching, and the part upon which the teacher should spend the most time and care. Doing the work is always the best method of teaching. Therefore, place great emphasis on the exercises. It is not expected that all the exercises in any one lesson shall be assigned for a single task. One or two exercises may be sufficient for a day's work, but whatever is assigned should be executed neatly, accurately, and thoroughly. A little well done is better than much done indifferently.

It is suggested that the pupils be required to *do as much writing as possible*. To this end an especial exercise book will be useful, in which the pupils can keep a correct copy of all the exercises they write. This will result in greater neatness and accuracy.

Frequent reviews are indispensable to language teaching, and the teacher will find it especially serviceable to spend time in going over those portions of the text devoted to the correction of errors. It is by unceasing watchfulness of the language of pupils, their pronunciation, enunciation, and use of correct grammatical forms, that

a habit of good tones and good forms can be established. Remember always that we are not trying especially to teach our pupils to admire the language of others, but rather to make admirable language of their own.

While the primary purpose of grammar is to teach a pupil to make a good sentence, still the subject of connected sentences or compositions is a legitimate part of language teaching, and a portion of this book is devoted to that subject. Composition writing should be practical in its nature, varied in its kind, interesting to the pupil, and not too difficult. The work should be done neatly, accurately, and with a conscious effort for improvement. The compositions should be frequent; sometimes to be written at a moment's notice, sometimes after investigation, and sometimes at home, when a more elaborate result may be expected.

The Study of Literature. — Although the main purpose of grammar is to teach the pupils to make correct sentences of their own, yet, a wise teacher will not neglect the value to be derived from the study of literature by the pupils. Great benefit can be found in memorizing poems for the pure inspiration they contain. This book contains a few choice selections, which, when reached, should be committed to memory by the entire class. By this means, the poems will have their ennobling effect upon the thought and the language of the pupils, especially if the teacher will call attention to certain words or expressions of notable beauty and strength.

In addition to the selections given in the text, the teacher may find elsewhere an abundance of beautiful poetry that the children will seize upon with eagerness, not with especial reference to grammatical construction, but because it is good poetry and they like it.

The same is true of prose selections. In the reading of fine prose literature, the teacher may illustrate by observation the lessons taught in the grammar, can call attention to the felicitous construction of sentences, the choice of adjectives, the placing of adverbs, the beauty of the figures of speech, so that the literature may become fixed in the child's mind by a study of its form as well as by a study of its content.

The author does not believe in tearing to pieces a beautiful paragraph or stanza in order to parse it, or to name every part of speech in it, but he does insist that the pupils should be given a clear idea of construction of great sentences or paragraphs, that they may understand what makes great literature, and be able to appreciate it and use it as a standard in their own productions.

With the conscientious assistance of an intelligent and studious body of teachers, it is earnestly hoped that this book will prepare our pupils for the world of speech and letters.

USE OF GOOD LANGUAGE

TO THE PUPILS:—

The purpose in studying grammar is to teach you to speak and write correctly. If when you have learned all the definitions and rules and can parse any sentence you still speak and write badly, your study has been of no practical value. Therefore, remember the following rules:—

1. Make a special study of the errors you commit; find the correct forms and practice them until you have changed your habit.

2. Learn to pronounce correctly. Listen to the conversation of cultured people, and consult the dictionary when in doubt.

3. Enunciate distinctly. To do so you should speak slowly and carefully, without mouthing or smothering the words. Practice difficult words and sentences as well as the ordinary words.

4. Do not talk in a high, noisy voice, and avoid talking through your nose. Use a moderate tone, talking slowly but clearly. A high, shrill tone, especially in public places, is often the sign of the uncultured person.

5. Avoid the use of slang. Occasionally, we may find the ordinary current slang to be expressive and apposite, but its use in good society, in platform speaking, and in writing, is not to be tolerated.

6. Do not use profane language. A gentleman never swears, because he does not need to. One who knows

how to use language can find strong words without resorting to profanity.

7. Avoid extravagant statements. Do not use every adjective in the superlative degree, nor be immoderate in your descriptions, opinions, or comments. Be careful and accurate in all you say.

8. Be polite in all your speech, learning the correct forms of good society. Be kind in your comments of others, and considerate in your address to older persons.

9. Read and study the best books, observing how language is used, memorizing choice passages of expression, and imitating the best authors in your own speech and writing.

10. You will learn to speak correctly by training yourself to use only correct language. You will learn to write by hard and constant practice. No amount of knowledge will give you facility in good speaking and good writing. This comes by practice, constant and severe. Grammar will teach you how to avoid error, but the ability to compose fluently, clearly, and logically can be attained only by abundant exercise.

ELEMENTS OF ENGLISH GRAMMAR

LESSON 1.—WHAT GRAMMAR IS

THERE are several ways of expressing the ideas or thoughts we have in our minds. We can make signs, we can carve images, we can paint forms, we can utter cries, we can speak words, and we can write words. The use of words to express our thought is called language.

Language is the expression of thought in words.

When we speak our thoughts in words, we use oral language. When we write our thoughts in words, we use written language. Since we desire to express our thoughts correctly and according to the usage of the best speakers and of the best writers, we have made a science of correct language. It is called Grammar.

Grammar is the science that teaches the correct forms of oral and written language.

English Grammar is the science that teaches the correct forms of the English language.

LESSON 2.—THE SENTENCE

Morse invented the telegraph.

By studying the arrangement of these words, we see that we have expressed a thought about a man who invented something. If we should say *Morse invented*, our minds would not be satisfied, for we should not know what he invented; but when we add the words *the tele-*

graph, we have completed the expression of the thought. By using words to express thought completely we form sentences.

A sentence is an arrangement of words completely expressing thought.

A sentence begins with a capital letter.

Exercise 1. — In these words tell which are sentences and which are not. Finish all incomplete sentences :

- | | |
|------------------------|-----------------------------------|
| 1. John has cut. | 10. Cæsar crossed the Rubicon. |
| 2. Mary loves flowers. | 11. Shakespeare wrote many plays. |
| 3. The cow gives. | 12. As I was going home. |
| 4. The rose is. | 13. Seeing he was angry. |
| 5. The man has. | 14. Eli Whitney invented. |
| 6. Napoleon crossed. | 15. The diamond cuts glass. |
| 7. Birds build. | 16. Paper is made of wood. |
| 8. Hunting is fine. | 17. Tennyson wrote. |
| 9. Texas is. | 18. Iron is found. |

Exercise 2. — Write a sentence about each of the following words :

- | | | |
|--------------------|----------------------|---------------------|
| 1. New York. | 4. An automobile. | 7. A steamboat. |
| 2. Andrew Jackson. | 5. The Amazon River. | 8. Robinson Crusoe. |
| 3. The cotton gin. | 6. Baseball. | 9. The Spanish war. |

LESSON 3. — KINDS OF SENTENCES

1. God made the heavens and the earth.
2. What is sweeter than honey ?
3. Honor thy father and mother.
4. What a piece of work is man !

Here are four kinds of sentences, each expressing a thought in a different way. The first sentence simply states a fact, and is called a declarative sentence.

A *declarative sentence* is one that states or declares a fact.

The second sentence asks a question, and is called an interrogative sentence.

An *interrogative sentence* is one that asks a question.

The third sentence expresses a command, and is called an imperative sentence.

An *imperative sentence* is one that gives a command or makes an entreaty.

The fourth sentence expresses a deep feeling or a sudden emotion, and is called an exclamatory sentence.

An *exclamatory sentence* is one that expresses a deep feeling or a sudden emotion.

A declarative, interrogative, or imperative sentence may at the same time be exclamatory, if uttered with deep feeling.

Declarative: Pan is dead! Great Pan is dead!

Interrogative: Where, oh where, are the visions of morning!

Imperative: Ring out, wild bells, to the wild sky!

A declarative sentence usually ends with a period. (.)

An interrogative sentence usually ends with an interrogation mark. (?)

An imperative sentence usually ends with a period. (.)

An exclamatory sentence ends with an exclamation mark. (!)

These sentences are declarative because they state facts :

“Regimen is better than physic. Every one should be his own physician. We ought to assist and not to force nature. Nothing is good for the body but what we can digest.”

These sentences are interrogative because they ask questions :

“But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction?”

These sentences are exclamatory because they express emotion and deep feeling :

“What a charm there is connected with the great mountains! How the mind is filled with their vast solitude! How the inward eye is fixed on their silent, their sublime, their everlasting peaks! How our hearts bound to the music of their solitary cries, to the tinkling of their gushing rills, to the sound of their cataracts! How inspiring are the odors that breathe from the upland turfs, from the rock-hung flower, from the hoary and solemn pine!”

These sentences are imperative because they express command.

“Abhor that which is evil; cleave to that which is good. Bless them which persecute you; bless, and curse not. Rejoice with them that rejoice, and weep with them that weep. Recompense no man evil for evil. Provide things honest in the sight of all men. Be not overcome of evil, but overcome evil with good.”

Exercise 1. — Name the kind of sentence:

1. How the wind blows!
2. A rolling stone gathers no moss.
3. How glad I am to see you!
4. Haste makes waste.
5. Be a hero in the strife.
6. All men are created equal.
7. Who is the King of Glory?
8. Blow, blow, thou winter wind!
9. Who discovered the Mississippi River?
10. Perseverance conquers all things.
11. Woodman, spare that tree.
12. How weary I am of all this strife!
13. Roll on, thou deep and dark blue ocean!

Exercise 2. — Change each of these sentences into three other kinds:

- | | |
|------------------------------------|-----------------------------------|
| 1. The winter wind blows cold. | 3. Sleep on, tired little fellow. |
| 2. How loud the church bell rings! | 4. Do the little stars twinkle? |

LESSON 4.—KINDS OF SENTENCES (*continued*)

Exercise 1.—Change these declarative sentences to interrogative sentences:

1. The Mammoth Cave is in Kentucky.
2. Nashville is the capital of Tennessee.
3. Poe wrote *The Raven*.
4. Rice is grown in South Carolina.
5. The St. Lawrence River drains the Great Lakes.
6. Daniel Webster was a great orator.
7. The moon revolves around the earth.
8. There are two tides every twenty-four hours.
9. Electricity is a form of motion.
10. Perseverance conquers all things.

Exercise 2.—Answer these interrogative sentences by declarative sentences:

1. Who discovered America?
2. Who is the President of the United States?
3. Where is the city of Memphis?
4. Who wrote the *Paradise Lost*?
5. Who killed Cock Robin?
6. How old are you?
7. Where are you going, my pretty maid?
8. When may I go out?
9. How are you this morning?
10. Lovest thou me?

Exercise 3.—Change these declarative sentences to exclamatory sentences:

1. The night is beautiful.
2. The stars shine brightly.
3. The foot of time falls softly.
4. These flowers have a delightful perfume.
5. These bees make sweet honey.
6. The scenes of my childhood are dear to my heart.

7. I am glad to see you.
8. The falling snow is beautiful.
9. Robinson Crusoe had a strange experience.
10. It was a brave act.

Exercise 4. — Answer these interrogative sentences by imperative sentences:

1. Shall I give you a knife or a top?
2. Shall we let you stay here?
3. Will you take tea or coffee?
4. Shall I open the door or the window?
5. Sir, will you have the horses?
6. What did you advise me to do?
7. Where shall I go now?
8. What did Patrick Henry say?
9. What is the fifth commandment?
10. Shall we hang him or let him go?

Exercise 5. — Make an interrogative sentence about each of the following subjects:

fish	a baseball game	Charleston
the circus	Christmas	General Oglethorpe
Atlanta	the Fourth of July	cotton
a steamboat	the Indians	Lookout Mountain

Exercise 6. — Make an exclamatory sentence about each of the following subjects:

the stars	a storm	a great speech
the snow	a brass band	uncertainty of life
a tall mountain	a church	a terrible accident

Exercise 7. — Make an imperative sentence, using each of the following words:

give	bring	come	hurry	jump	eat	shut
take	sing	go	run	play	stop	do

LESSON 5.—SUBJECT AND PREDICATE

In the following sentences tell the things about which something is said. Tell what is said about them:

Winds blow.

Flowers bloom.

Grass grows.

Dogs bark.

Babies cry.

Horses run.

We see that every sentence has at least two parts. One of these parts is the name of the person, place, or thing about which something is said. This part is called the subject. The other part is that which tells what is said about the subject and is called the predicate.

The subject of a sentence names that of which something is said.

The predicate of a sentence tells what is said about the subject.

A sentence that contains but one subject and one predicate and expresses but one thought is called a **simple sentence**.

In the ordinary declarative sentence the subject is the first part of the statement and can be found by asking the question, "What are we talking about?"

In the ordinary declarative sentence the predicate is the latter part of the statement and can be found by asking the question, "What is said about the subject?"

Exercise 1.—Name the subject and the predicate in these sentences:

1. Fire burns.

7. Rain falls.

13. Mary sings.

2. I laugh.

8. Day breaks.

14. John wakes.

3. Dogs bite.

9. Cats scratch.

15. Ships rock.

4. Horses trot.

10. Larks soar.

16. Fish swim.

5. He runs.

11. Birds sing.

17. Roses bloom.

6. Spring comes.

12. You came.

18. They run.

22 COMPLETE SUBJECT AND COMPLETE PREDICATE

Exercise 2. — Use these words as subjects of sentences:

stars	goats	Jamestown	cotton	San Francisco
eagles	school	William	iron	Gibraltar
wheels	Paris	Susan	grass	roses
oxen	Chicago	oats	rain	rivers

Exercise 3. — Use these words as predicates of sentences :

burns	sailed a boat	grows in Texas
grows	went to Europe	is a good book
bloom	is king of England	behaves badly
is hot	was lost at sea	rises early
tastes sweet	is made of iron	is a noble boy

LESSON 6. — COMPLETE SUBJECT AND COMPLETE PREDICATE

The cold winds | blow fiercely.

In the sentence *Winds blow* there is but one word in the subject and one in the predicate. If we enlarge this sentence and say *The cold winds blow fiercely*, we have used other words to describe the winds and to tell how they blow. The words *The cold winds* compose all the subject and are called the complete subject. The words *blow fiercely* compose all the predicate and are called the complete predicate.

The subject of a sentence without any words that modify or describe it is called the *simple subject*.

The predicate of a sentence without any words that modify it is called the *simple predicate*.

The simple subject with all the words that belong to it is called the *complete subject*.

The simple predicate with all the words that belong to it is called the *complete predicate*.

We can generally separate the complete subject and the complete predicate by a line thus:

The cold winds	blow fiercely.
The hungry lions	roar loudly.
The wise man	eats sparingly.

Exercise 1. — Write the following sentences, separating the complete subject from the complete predicate by a line. Underscore the simple subject and the simple predicate:

1. The long day ended at last.
2. Loud and angry waves dashed against the shore.
3. The beautiful snow fell thick and fast.
4. The painted savages danced around the fire.
5. The uncomplaining ox toils with his load.
6. The sad procession passed slowly by.
7. The tall pines bend in the breeze.
8. The little dog laughed to see such sport.
9. The hungry wolves howled in the woods.
10. The sick child cried all night.
11. The fear of the Lord is the beginning of wisdom.

Exercise 2. — Write a sentence about each of the following subjects, divide the subject from the predicate by a vertical line, and underscore the simple subject and the simple predicate:

- | | | |
|--------------|------------------------|------------------------------|
| 1. A bird | 6. A volcano | 11. The island of St. Helena |
| 2. A lesson | 7. Thomas Jefferson | 12. A baseball game |
| 3. A shotgun | 8. Desert of Sahara | 13. A Sunday-school picnic |
| 4. A circus | 9. An automobile | 14. The Gulf of Mexico |
| 5. Skating | 10. The first railroad | 15. Robinson Crusoe |

LESSON 7. — THE OBJECT

Birds build *nests*.

In this sentence we know that *Birds* is the subject because it is the thing we are talking about. We know that *build* is the simple predicate because it tells what

the birds do. The word *nests*, which tells what is done or acted upon by the predicate, is called the object.

The *object* of a sentence is that which is acted upon by the subject and predicate.

In ordinary sentences the object follows the predicate. The object also forms a part of the complete predicate.

Exercise 1. — Name the object in each of these sentences:

1. Boys fly kites.
2. Diamonds cut glass.
3. The Egyptians built the Pyramids.
4. Hens lay eggs.
5. Water extinguishes fire.
6. Napoleon crossed the Alps.
7. Cæsar conquered Gaul.
8. Milton wrote Paradise Lost.
9. The Southern States raise cotton.
10. Tigers eat raw meat.
11. The reapers cut the grain.
12. Frost kills flowers.
13. Patriots love their country.
14. Act well your part.

Exercise 2. — Copy these sentences and separate the subject, predicate, and object by vertical lines; as,

Edison | invented | the phonograph.

- | | |
|---|--------------------------------------|
| 1. The Indian built a fire. | 5. He commands the army. |
| 2. The fire burned the home. | 6. The snow covered the earth. |
| 3. The stick beat the dog. | 7. The procession passed the street. |
| 4. We ate our dinner. | 8. The waves tossed the boat. |
| 9. The beautiful lady sang sweetly a tender song. | |
| 10. All of us together did not catch a single fish. | |

Exercise 3. — Write sentences about each of these subjects, each sentence containing an object. Separate the

subject, predicate, and object by vertical lines and underscore the object, as,

Grammar teaches <u>correct speech.</u>			
Fire	Washington	A large rat	Pearls
Girls	The sailors	A shaggy dog	Clock
Dogs	The sun	Jersey cows	Chickens

LESSON 8.—THE ORDER OF SUBJECT, PREDICATE, AND OBJECT

The subject of a verb does not always come first in a sentence. It may come anywhere. We have to search for the words that tell what we are speaking of and they make the subject. It is the same with the predicate and the object. By changing the natural order of arrangement, which is called transposing it, we make the sentence more emphatic or more poetical.

Exercise 1. — Find the subject and the predicate in the following sentences:

1. Flashed all their sabers bare.
2. Down went every head in prayer.
3. To the westward stretched the long line.
4. Thrice spoke he the same words.
5. Blessed are the pure in heart.
6. Down came the beautiful snow.
7. Wonderful are Thy works.
8. On every side lay dead and wounded men.
9. Overhead twinkled the quiet stars.
10. Up the chimney roared the cheerful fire.
11. Gold and silver have I none.
12. Great oaks from little acorns grow.
13. Over the fields bleak and bare falls the snow.
14. Deep in the ground the tiny seeds lie warm.
15. On the hearth burned the hot fire.
16. Out of the sea came the gray mist.

26 ORDER OF SUBJECT, PREDICATE, AND OBJECT

17. On leaf and twig hung the dewy diamonds.
18. As night to stars, woe luster gives to man.
19. All night long watched and moaned the poor mother.
20. Dashed high the breaking waves on rock-bound coast.
21. Sweet are the uses of adversity.
22. In those days came John the Baptist.

Exercise 2. — Change these sentences to the natural order:

1. High in the air his cap threw he.
2. Up and down all night paced he the corridor.
3. Into the night galloped he alone.
4. Into the valley of death rode the six hundred.
5. Then burst his mighty heart.
6. Upon the highest peak stood the chamois.
7. Now fades the glimmering landscape on the sight.
8. Of all that is dear am I bereft.
9. From crag to crag leaps the wild thunder.
10. Over me surged the sea of men.
11. So gently falls the Southern night.

Exercise 3. — Change these sentences to the transposed order:

1. Brave Horatius then spake out.
2. The hills then shook with thunder.
3. The lightning flashed lurid on land and sea.
4. They built the ship stroke on stroke.
5. The poor old man trudges sadly along.
6. He lay dead beside the river.
7. They fought fiercely through the long day.
8. He was a mighty man, the smith.
9. The day was bright and calm.
10. The Southern moon falls lingering.
11. He came out of the sea.
12. She is as red as a rose.
13. The lamp shone bright on the gay crowd.
14. The prayers we said were few and short.
15. A hermit lives in yonder wood.

Exercise 4.— Write these sentences in as many ways as you can, always preserving the sense. Which way do they seem best?

1. The plowman homeward plods his weary way.
2. The wounded lion, hard hit, sullenly crept to his lair.
3. The fierce gladiators with net, trident, and sword fought over the bloody sand.
4. Far out at sea the tireless gull dips his wing into the ocean wave.
5. Over the mountain tops the rising sun peeps cheerfully at the awakening world.
6. Into the court the great judge walked with stately tread.

LESSON 9.— SENTENCES TO STUDY

Tell or write in your own language what you think each of these sentences means:

1. One man's meat is another man's poison.
2. God tempers the wind to the shorn lamb.
3. Empty vessels make the most noise.
4. Wealth may seek us, but wisdom must be sought.
5. An honest man is the noblest work of God.
6. Every man is the architect of his own fortune.
7. It is better to wear out than to rust out.
8. Every day is the best day of the year.
9. There are no loitering places on the road to fame.
10. A good name is rather to be chosen than great riches.
11. A merry heart maketh a cheerful countenance.
12. Cowards die many times before their death.
13. Still in thy right hand carry gentle peace.
14. Give every man thine ear, but few thy voice.
15. Conscience does make cowards of us all.
16. It is a bright day that brings forth the adder.
17. Noble minds keep ever with their likes.
18. I love the name of honor more than I fear death.
19. Men at some time are masters of their fate.
20. So may the outward shows be least themselves.

LESSON 10. — NOUNS

Longfellow lived in a house in Cambridge.

In this sentence what word is the name of a person? What word is the name of a place? What word is the name of a thing? How many name words have we in this sentence? What are they?

We see that some words are names. They may be names of persons, as *George, Mary, Cæsar, Victoria*. They may be names of places, as *Boston, New York, Chicago*. They may be names of things, as *love, hate, boy, girl, desk, chair*.

Name three men whom you know. Name three boys. Name three girls. Name three places you have visited. Name three things you like. Name five heroes of history. Name five books that you have read. Name five cities in the United States. Name five things in this room.

All the words you have used are nouns because they are names of persons, of places, or of things.

A noun is a word used as a name of any person, place, or thing.

Exercise 1.—Find the nouns in these sentences:

1. Victoria was queen of England.
2. New York is the largest city in America.
3. Kindness to animals is a great virtue.
4. Paris is the capital of France.
5. Mary had a little lamb.
6. Love is better than hate.
7. London is on the river Thames.
8. Shakespeare wrote many plays.
9. Every boy and girl should read good books.
10. A bird in the hand is worth two in the bush.

LESSON 11. — PRONOUNS

As a man sows, so shall *he* reap.

A good mother is blessed in *her* children.

Soldiers do *their* duty at all times.

In the first sentence what does the word *he* stand for?
In the second sentence what does the word *her* stand for?
In the third sentence what does the word *their* stand for?
All words that stand for or are used in place of nouns are called pronouns.

A *pronoun* is a word used in place of a noun.

The following words are pronouns:

I, my, mine, me, we, our, ours, us, thou, thy, thine, thee, you, your, yours, ye, he, his, him, she, her, hers, it, its, they, their, theirs, them, who, whose, whom, which, that, what.

Exercise 1. — Name the pronouns in these sentences, and tell what nouns they stand for:

1. John, you must bring your book to me.
2. Whither thou goest, I will go.
3. If Mary wants a new hat, let her have it.
4. The boys hunted for their hats, but could not find them.
5. I saw an old man who had lost his way and could not find it.
6. Give us this day our daily bread.
7. The bird eats its seed from her hand.
8. Keep thy shop, and it will keep thee.
9. The Lord is my shepherd, I shall not want.
10. You and I are invited to his house.

Exercise 2. — Write a sentence containing *I*, *my*, and *me*. Write one containing *we*, *our*, and *us*. Write one containing *they*, *their*, and *them*. Write one containing *she*, *her*, and *it*. Write one containing *you* and *yours*.

Exercise 3. — Copy and correct these sentences by using pronouns:

1. John loves John's mother because John's mother is good to John.
2. Mary milks Mary's cow and brings the milk to Mary's mother.
3. Patrick Henry made a great speech, in which Patrick Henry said, "Give Patrick Henry liberty or give Patrick Henry death."
4. William wrote a letter to William's father and asked William's father to send William some money.
5. When Henry Clay was told that Henry Clay must lose Henry Clay's chance to be President, Henry Clay answered, "Henry Clay would rather be right than be president."

Exercise 4. — Fill the blanks with pronouns:

1. — promised not to tell — what — told — about —.
2. — said that — were going to see — and get — to lend — some of — books.
3. John said that — heard that — said that — had taken — pencil.
4. — saw — first, but — saw — soon, so — climbed a tree, — right behind —, but — did not get —.

LESSON 12. — ADJECTIVES

The *red* rose is a *beautiful* flower.

This hat cost *five* dollars.

In the first sentence what does the word *red* describe? What does the word *beautiful* describe? In the second sentence what word points out a particular hat? What word tells how many dollars? Words used to describe nouns or to limit their meaning are called adjectives.

An *adjective* is a word used to describe or limit the meaning of a noun or a pronoun.

Exercise 1. — Name as many suitable adjectives as you can, that can be applied to each of the following nouns:

schoolhouse	boys	baseball	sky
North Pole	Lincoln	marbles	flowers
grammar	silver	grass	ocean
girls	kites	gold	Rome
fishing	oranges	cotton	caves
Christmas	Texas	desert	Hudson River
apples	river	forest	playground

Exercise 2. — Make sentences, using these adjectives:

valuable	loud	this	yonder	lovely	yellow
thin	long	that	polite	hard	rough
heavy	short	ten	square	soft	sweet
great	high	fifty	pleasant	shining	bitter
good	low	two dozen	difficult	deep	sour
little	one hundred	those	easy	ugly	green

Exercise 3. — Write a short description of the Mississippi River, using as many adjectives as you can, and underscore each one.

Write a short description of Captain John Smith, using as many adjectives as you can, and underscore each.

Write a short account of a snowstorm, using as many adjectives as you can, and underscore each.

Exercise 4. — Complete these sentences, using an adjective in each blank space :

1. Mountains are —, —, —, —, —.
2. The moon is —, —, —, —, —.
3. A horse is —, —, —, —, —.
4. Grammar is —, —, —, —, —.

Exercise 5. — If you wished to describe the Atlantic Ocean, what adjectives do you think would be suitable?

Make sentences containing these adjectives.

If you saw a house on fire, what adjectives do you think would be suitable to describe it?

Make sentences, using these adjectives.

If you saw a flower garden in bloom, what adjectives do you think you would use?

Make sentences, using these adjectives.

LESSON 13. — VERBS

Horses *run*. Birds *fly*. Fish *swim*.

Man *is* mortal. Tigers *are* dangerous.

In the above sentences the words *run*, *fly*, *swim* tell what is done and express action. The words *is* and *are* express a condition or a state of being. All words that express action or a state of being are called verbs.

A *verb* is a word that expresses action or a state of being.

The predicate of a sentence always contains a verb.

Exercise 1. — Name the verbs in these sentences:

1. William loves his mother.
2. Elephants carry heavy loads.
3. Chickens crow in the early morning.
4. The child sleeps quietly.
5. Gold is a precious metal.
6. The king rules over the land.
7. The soldiers fought bravely.
8. I knew him as soon as I saw him.
9. He ate his dinner after he came home.
10. Lions live in Africa.
11. Those boys are twins.
12. Sleep, my baby, sleep.
13. We reached New York at two o'clock.
14. Each thought of the woman who loved him the best.

Exercise 2. — Copy these sentences and underscore the verbs:

1. However good you are, you have faults.
2. Bunyan wrote the "Pilgrim's Progress."

3. A rolling stone gathers no moss.
4. A soft answer turneth away wrath.
5. Cæsar defeated Pompey.
6. Fire destroyed the city of Chicago.

Exercise 3. — Complete these sentences, using a verb in each blank space :

1. We — a long ways.
2. A horse — faster than a man.
3. The dogs — and the boys —.
4. A wise man — the evil and — himself.
5. — all the good you —.
6. Dogs — to — and —.

Exercise 4. — Write six sentences describing an earthquake and underscore the verb in each.

Write six sentences about a volcano and underscore the verb in each.

Write six sentences about a dog fight and underscore the verb in each.

Write six sentences about the animals in the park and underscore the verb in each.

LESSON 14. — ADVERBS

Man is *fearfully* and *wonderfully* made.

Daniel Lambert was *enormously* fat.

Children, you study *too* loud.

In these sentences what words tell how man is made? What word tells how fat Daniel Lambert was? What word tells how loud the children study? Words of this sort that are added to verbs, adjectives, and adverbs to modify their meaning are called adverbs.

An *adverb* is a word used to modify the meaning of a verb, an adjective, or another adverb.

An adverb generally tells *how, when, where, how much*, etc.

Exercise 1. — Name the adverbs in these sentences and tell what words they belong to :

1. Work done quickly is often done ill.
2. Speak politely to everybody.
3. He lived wretchedly and died miserably.
4. Do not eat your food rapidly.
5. Tread softly upon holy ground.
6. Glass is very easily broken.
7. Lincoln was a very noble character.
8. If you act rudely, you will be treated badly.
9. Consider carefully, but act promptly.
10. Come early and stay late.
11. He recited better than I expected.
12. The exercise was carefully prepared.

Exercise 2. — Make sentences, using the following adverbs :

sweetly	too	carelessly	remarkably	quietly
joyfully	now	rapidly	exceedingly	promptly
happily	badly	slowly	extremely	swiftly
bitterly	impolitely	patiently	more	beautifully
very	rudely	wildly	rather	always
soon	harshly	unusually	somewhat	well

Exercise 3. — Fill the blanks in these sentences with adverbs :

1. The ship rocks — on the — heaving sea.
2. Write — if you wish to write —.
3. Think — before you speak —.
4. Rise — and work —.
5. He wrote — but spoke —.
6. The soldiers fared — but fought —.
7. The child ran — up the hill, looked — over the top, and sprang — back.

8. We buried him — and —.
9. — and — the master is calling.
10. Speak —, act —, live —.
11. The hotel was built — recently, and was — new.
12. The old man walks — slowly.

LESSON 15. — PREPOSITIONS

A house *in* the country, *with* vines *over* the porch, *among* the trees and hills, is good enough *for* me.

In this sentence what word is used to show the relation between *a house* and *the country*? What word is placed before *vines*? What word relates *vines* and *the porch*? What word is placed before *the trees and hills*? What word relates *good enough* and *me*? These words *in*, *with*, *over*, *among*, and *for* are called prepositions because they are placed before nouns and pronouns to show the relation between them and the other parts of the sentence.

A *preposition* is a word used to show the relation between a noun or a pronoun and some other word or words in a sentence.

The following are some words used as prepositions :

about	among	beside	for	over	under
above	around	between	from	since	until
across	at	beyond	in	through	up
after	before	by	into	throughout	upon
against	behind	down	of	till	with
along	below	during	off	to	within
amid	beneath	except	on	toward	without

Exercise 1. — Name the prepositions in these sentences and tell between what words they show relation :

1. There is a place for everything.
2. He gazed upon the ruins of his home.
3. They smoked in quiet around the council fire.

4. Above all else, I love thee best.
5. Young men are best for action, old men for counsel.
6. Under the trees and by the river we strolled.
7. Let there be no strife between you and me.
- 8. After breakfast, we rode about town.
9. We went over the hill and through the lane.
10. He stood bravely before the king.
11. We will cross over the river and rest under the shade of the trees.

Exercise 2. — Use prepositions to illustrate these relations :

1. A book is — the table.
2. The dog lies — the mat.
3. We live — Broad Street.
4. They walked — the bridge.
5. The boys ran — the hill.
6. The boys went — the river.
7. We stood — the trees.
8. The horses ran — the fields.
9. The balloon sailed — the clouds.

Exercise 3. — Write short compositions on the following outlines. Underscore all prepositions :

1. A dog, a mat, a boy, a stick, the dog, the street, the boy's father, a switch, upstairs, the closet.
2. A balloon, ropes, a man, the car, the air, the clouds, the winds, all night, the fields.
3. Two boys, a boat, a river, swift water, boat capsizes, swimming, the shore.
4. A hawk, the air, a fish, the water, a swoop, the hawk's nest.
5. A wolf, the woods, a sheep, the fold, a leap, the wolf's den.
6. A railroad train, a child, the track, the brave engineer, the mother.
7. A lion, a cage, a man, a whip, an angry beast, a roar, a leap, a pistol shot, man saved.
8. A building, a fire, a child, a window, a fireman, a ladder, water, the rescue, the parents.

LESSON 16. — CONJUNCTIONS

Corn *and* beans make succotash.

I retired *because* I was sleepy.

You must work hard *or* you will fail.

In the first sentence what words does *and* connect? In the second sentence what parts of the sentence does the word *because* connect? In the third sentence what words does *or* connect? Words that are used to connect words, parts of sentences, or sentences are called conjunctions.

A *conjunction* is a word used to connect words, parts of sentences, or sentences.

The following are some words used as conjunctions :

and	for	that	whether	although
but	if	while	unless	because
yet	or	hence	except	consequently
as	since	when	however	notwithstanding

Exercise 1. — Name the conjunctions in these sentences and tell what they connect :

1. We know the truth and yet we heed it not.
2. The rain fell, and the waters rose.
3. Men do wrong because they wish to.
4. He refused to go or to stay.
5. He has been sickly since he was a child.
6. Except ye repent, ye shall all likewise perish.
7. He plays the piano, although he is blind.
8. I do not know, hence I cannot say.
9. He exposed himself, consequently he was killed.

Exercise 2. — Fill the following blanks with conjunctions :

1. I cannot deny — he was honest.
2. I wonder — he will come.
3. Sheep are white — black.

4. You cannot leave — you have not finished.
5. The boys went hunting — killed nothing.
6. Holiday came — school was dismissed.
7. He stood well in his class — very young.
8. Did he get a new book — an old one?
9. We will come to-morrow — we have time.
10. His father was ill — he staid at home.

Exercise 3. — Copy these sentences and connect them by conjunctions to make better paragraphs :

1. A tramp came to the door. He was tired. He was hungry. He was sick. He had no money. He asked for food. We gave him some bread. We gave him some meat. He wanted a place to sleep. We showed him the barn. He crawled into the hay. He was soon asleep. We looked for him in the morning. He was gone.

2. The rain descended. The floods came. The winds blew. They beat upon that house. It fell not. It was founded upon a rock.

LESSON 17.—INTERJECTIONS

In the sentence *Alas! I am undone* the word *Alas!* is used to express a sudden emotion or feeling. Such words are thrown into a sentence without any special connection with or relation to the rest of it. Hence they are called interjections. *Interjection* means throwing in or between.

An *interjection* is a word used to express a sudden emotion or deep feeling.

The following are some of the words used as interjections :

Alas!	Hark!	Ah!	Ha!	Hush!	Lo!
Alack!	Hurrah!	Oh!	Away!	Halloo!	Pshaw!

Exercise 1. — Name the interjections in these exclamations :

- | | |
|-------------------------------------|-------------------------------|
| 1. Pshaw! You are foolish. | 7. Avaunt! And quit my sight. |
| 2. Oh, the weary day! | 8. Good! Now for another! |
| 3. Halloo! Who is there? | 9. Hush! Let silence reign. |
| 4. Lo, the poor Indian! | 10. Heavens! How it rains. |
| 5. Alas! Woe is me! | 11. Away! You weary me. |
| 6. How long, O Catiline! | 12. O, wise young judge! |
| 13. Hark! Did ye not hear it? | |
| 14. Hurrah! We have won the day. | |
| 15. Pshaw! You speak nonsense. | |
| 16. My! Do you hear that? | |
| 17. Farewell! A prosperous journey! | |
| 18. Ha! My rival! See, he comes. | |

Exercise 2. — Fill the blanks with interjections:

1. ———! I am undone.
2. ———! What a weary race.
3. ———! You will disturb the speaker.
4. ———! A fig for your opinion.
5. ———! Listen to the organ.
6. ———! Where are you?
7. ———! We have won the race.
8. ———! I have no hope.
9. ———! What a noise.
10. ———! You should be ashamed of yourself.

LESSON 18. — THE PARTS OF SPEECH

We have now seen that there are eight parts of speech; namely, *noun*, *pronoun*, *adjective*, *verb*, *adverb*, *preposition*, *conjunction*, *interjection*.

These divisions are called **parts of speech** because all words as they are used in sentences can be classified under one of them.

NOTE. It was at one time the custom of grammarians to classify the words *a*, *an*, and *the* as articles, making of them a separate part of speech. The better practice now is to regard them as adjectives.

Definitions :

1. A *noun* is a word used as a name of any person, place, or thing.
2. A *pronoun* is a word used in place of a noun.
3. An *adjective* is a word used to describe or limit the meaning of a noun or a pronoun.
4. A *verb* is a word that expresses action or a state of being.
5. An *adverb* is a word used to modify the meaning of a verb, an adjective, or another adverb.
6. A *preposition* is a word used to show the relation between a noun or a pronoun and some other word or words in a sentence.
7. A *conjunction* is a word used to connect words, parts of sentences, or sentences.
8. An *interjection* is a word used to express a sudden emotion or deep feeling.

Words are to be classified as parts of speech according to their use in sentences.

Any word may be used as a name and become a **noun**.

A is a letter. The *good* die young.

Enough is enough. *Now* is the time.

Any word may describe a noun or a pronoun and become an **adjective**.

I have a *silver* spoon. It is a *girl* baby.

What is the *weather* signal? Lend me a *steel* pen.

Any word may express action and become a **verb**.

If me no *ifs*.

I shall *paper* the walls.

His face was *inked*.

Black my shoes.

Any word may modify a verb, an adjective, or another adverb and become an **adverb**.

The moon is *silver* bright. The sun set *red*.

He spoke *loud* and *long*. Grass grows *green*.

To memorize:

A noun's the name of anything;
As *school* or *garden*, *hoop* or *swing*.

And for the noun the pronouns stand;
My head; *his* feet, *your* arm, *her* hand.

Adjectives tell the kind of noun;
As *great*, *small*, *pretty*, *white*, or *brown*.

Verbs tell of something being done;
As *read*, *write*, *spell*, *hop*, *jump*, or *run*.

How things are done the adverbs tell;
As *slowly*, *quickly*, *ill*, or *well*.

Prepositions stand before
A noun; as *in* or *through* a door.

Conjunctions sentences unite;
As kittens scratch *and* puppies bite.

Interjections show surprise;
As, *Ah*! how pretty, *Oh*! my eyes!

LESSON 19.—EXERCISES IN FINDING THE PARTS OF SPEECH

Exercise 1.—To what part of speech does each word in italics belong?

1. *Enough* is as good as a feast. I have eaten *enough* bread. You have acted badly *enough*.

2. A *little* bird sat on a tree. He gave me a *little*. I cared *little* for what he said.

3. *Now* is a good time. You should do your work *now*.

4. The *well* is deep. Act *well* your part. The mayor is quite *well* now.

5. *All* men shall die sometime. The gambler bet his *all* on the cards.

6. The sky glowed *red*. *Red* is a warm color. I love the *red* rose.

7. I saw a *black* horse. Boy, *black* my shoes.

8. *Steel* is made of iron. *Steel* pens are used for writing. *Steel* not your hearts against Charity.

9. How *fast* he flies. He is certainly a *fast* bird. Some will *fast*, while others feast. We broke our *fast* in the morning.

10. The day was *long* and dreary. How I did *long* to get out! I gazed out of the window *long* and earnestly.

11. *Silver* is a valuable metal. He was buying a *silver* dish when I saw him. When the moon did *silver* the sea.

12. How long did it *last*? We saw our mother *last* night. The shoemaker used a new *last*.

13. We should *love* one another. *Love* is the greatest force on earth. He believes in *love* potions.

14. You are a *good* man. The *good* are not always wise.

15. How *much* salt do you want? You talk too *much*.

Exercise 2.—As how many parts of speech can you use each of these words? Illustrate by sentences.

bite	girl	use	bark	better
walk	water	till	thread	light
like	leave	summer	book	blind
ink	left	winter	wrong	fish

LESSON 20. — PHRASES

In the sentence *We live in peace*, the words *in peace* are used like an adverb to tell how we live.

In the sentence *A man of good taste dresses simply*, the words *of good taste* are used like an adjective to describe the word *man*.

In the sentence *To do one's duty is not always easy*, the words *To do one's duty* are used like a noun as the subject of the verb *is*.

Words used in this way are called phrases.

A *phrase* is a group of words, without subject and predicate, used in a sentence as a single part of speech.

A phrase that performs the office of an adverb is an **adverbial phrase**.

I stood on the bridge at midnight.

The wind blew with great force.

A phrase that performs the office of an adjective is an **adjective phrase**.

The house of many gables was visited.

There are books of the hour and books of all time.

A phrase that performs the office of noun is a **noun phrase**.

Skating on thin ice is dangerous.

I love to steal awhile away.

Exercise 1. — In the following sentences name the phrases and tell what kind they are :

1. A church of many towers stood on the corner.
2. The street of By and By leads to the house of Never.
3. He who marries in haste will repent at leisure.
4. Reading by a dim light will hurt the eyes.
5. The voice of the people is the voice of God.
6. It was a debt of many years' standing.
7. He stood in long silence and gazed with eagle's eye.
8. The rain fell in torrents, the water stood three feet deep.
9. We endured with great patience the trials of heat and dust.
10. The war in the far East was one of the fiercest in history.
11. The bat hides during the day and flies about at night.

Exercise 2. — Fill the blanks with adjective phrases:

1. A thing — is a joy forever.
2. Demosthenes was an orator —.
3. A soldier should be a man —.
4. Elegance — is a sign —.
5. The fear — is the beginning —.

6. Richmond was the capital of —.
7. A snake — was killed.
8. The lions — are fierce.
9. The tea — is brought to America.
10. The President — must be native born.
11. Edward VII. is king —.

Exercise 3. — Fill the blanks with adverbial phrases :

- | | |
|----------------------------|-------------------------|
| 1. Blessed are the pure —. | 6. Air is composed —. |
| 2. We arose and went —. | 7. Water is composed —. |
| 3. Farmers should rise —. | 8. We rode —. |
| 4. The balloon sailed —. | 9. The horses ran —. |
| 5. Lincoln was born —. | 10. Come —. |

Exercise 4. — Fill the blanks with noun phrases :

- | | |
|---------------------------|-----------------------------|
| 1. — is useful knowledge. | 6. It is sweet —. |
| 2. — is good exercise. | 7. It is noble —. |
| 3. — is easy to do. | 8. — is human. |
| 4. — is dangerous. | 9. — was a remarkable deed. |
| 5. We should love —. | 10. — is divine. |

Exercise 5. — Write two sentences containing an adjective phrase.

Write two sentences containing an adverbial phrase.

Write two sentences containing a noun phrase.

LESSON 21. — CLAUSES

In the sentence *The tree lies where it falls*, we have two distinct parts, the principal part being *The tree lies*, the secondary part *it falls*, the two parts being connected by *where*. Each of these parts contains a subject and a predicate, and each is called a clause.

A *clause* is a combination of words containing a subject and a predicate, used as a part of a sentence.

The clause in the sentence that expresses the leading or independent idea, is called the **principal or independent clause**.

The owl sleeps when it is day.

The clause that expresses the secondary or dependent idea is called the **subordinate or dependent clause**.

They began to march as the sun rose.

Some sentences contain two independent clauses.

Art is long and time is fleeting.

NOTE. It is well to keep in mind the distinction between a phrase and a clause. A phrase does not contain a subject and a predicate; a clause does contain a subject and a predicate.

Exercise 1. — In the following sentences name the principal and the subordinate clauses :

1. The shadows fly away when daylight comes.
2. Because he was so sorry, I forgave him.
3. Since he had fever his hair has fallen out.
4. I have had to work hard since I left school.
5. When the war began, all men turned soldiers.
6. I had already been told that you were in town.
7. The burglar escaped, for it was too dark to follow him.
8. It was growing very late, so I came home.
9. Only those who have proved faithful should be trusted.

Exercise 2. — Fill the blanks in the following sentences and clauses :

1. The sun rose when —.
2. — when we started home.
3. The bells rang as —.
4. — as the soldiers marched by.
5. The waves dashed high when —.
6. How will you pay when —?
7. — because he was sick.
8. — since —.
9. — because —.

LESSON 22. — MORE ABOUT CLAUSES

A clause is used in the same way as a phrase, and often performs the office of a simple part of speech.

A clause that modifies the meaning of a verb is an *adverbial clause*.

They stood uncovered *when the procession passed*.
Curfew rings *as the sun goes down*.

A clause that describes a noun or a pronoun is an *adjective clause*.

The house *that was destroyed* belonged to my father.
He *who loses his spirits* loses all.

A clause used as the subject or object of a verb is a *noun clause*.

Because one does not know, is no excuse.
He never knew *how he reached home*.

Exercise 1. — In the following sentences name the clauses and tell what kind they are:

1. The sun as it rose warmed the earth.
2. Everybody wondered how they lived.
3. The tide as it went out carried off the boats.
4. It is hard to know when one has said enough.
5. We slept when we were tired.
6. The ships come in when the tide is full.
7. Birds that give us music should never be killed.
8. How we should ever find the path was a puzzle.
9. We ate heartily whenever we were hungry.
10. The river rose when the dam broke.
11. He that is of a merry heart hath a continual feast.

Exercise 2. — Fill the following blanks with adjective clauses:

1. The rain — left the ground wet.
2. The store — is kept by a Chinaman.
3. Boys — will surely learn.
4. The plan — is forgotten.
5. The house — is in Cambridge.

Exercise 3.— Fill the following blanks with adverbial clauses :

- | | |
|--------------------------|----------------------------------|
| 1. The sun rose —. | 5. The balloon rose —. |
| 2. The winds blew —. | 6. We should love our parents —. |
| 3. The flag falls —. | 7. The crops were killed —. |
| 4. The deer fell dead —. | 8. He came home —. |

Exercise 4.— Fill the following blanks with noun clauses:

- | | |
|---------------------------------|-----------------------------|
| 1. Be careful of —. | 5. — seemed a miracle. |
| 2. They could not tell —. | 6. — was what I heard. |
| 3. The starving soldiers ate —. | 7. — was in all the papers. |
| 4. — was the reason I went. | 8. — was a mystery. |

Exercise 5.— Write two sentences with adjective clauses.

Write two sentences with adverbial clauses.

Write two sentences with noun clauses.

LESSON 23.— THE COMPLEX SENTENCE

He must rise at five.

He *who would thrive* must rise at five.

What kind of sentence is the first sentence? What kind of clause is introduced into it to make the second sentence? When a subordinate clause is introduced into a simple sentence to explain or modify the principal clause, the sentence becomes a complex sentence.

A *complex sentence* is a sentence containing one principal clause and one or more subordinate clauses.

The principal clause expresses the leading idea. The subordinate clauses are explanatory of the principal clauses.

Exercise 1.—Change these sentences into complex sentences by introducing an adverbial clause:

- | | |
|-------------------------------|-------------------------------|
| 1. I intend to remain —. | 9. It never rains —. |
| 2. I went to town —. | 10. You will be left —. |
| 3. The carriage will start —. | 11. The sun rose —. |
| 4. The storm broke —. | 12. I have not visited her —. |
| 5. We had breakfast —. | 13. The farmer plows —. |
| 6. We had no letter —. | 14. Love not sleep —. |
| 7. We all do fade —. | 15. I left him alone —. |
| 8. We love our parents —. | 16. He wrote a poem —. |

Exercise 2.—Change these sentences into complex sentences by introducing adjective clauses:

1. I dreamed a dream —.
2. Nature never did betray the heart —.
3. The house — still stands in Genoa.
4. The place — was in a deep wood.
5. De Soto — discovered the Mississippi.
6. He lost all the money —.
7. We stayed at an old inn —.
8. Everybody admires the way —.
9. They — remained to pray.
10. The house — was on the corner.
11. We landed at Naples —.

Exercise 3.—Make complex sentences from these suggestions by introducing noun clauses:

- | | |
|----------------------------|----------------------------|
| 1. — is of no consequence. | 9. It is not best —. |
| 2. — was all I knew. | 10. — is very pleasing. |
| 3. The consequence was —. | 11. — was unfortunate. |
| 4. Nothing was —. | 12. Nobody knew —. |
| 5. No one should tell —. | 13. Somebody said —. |
| 6. Every man took —. | 14. — is worth doing well. |
| 7. I cannot tell —. | 15. Tell me —. |
| 8. — was not very clear. | 16. You know —. |

Exercise 4.— Change these sentences from their present form to simple sentences, or to complex sentences, or to both when possible, as, *I saw a man and he was drunk*, should be *I saw a drunken man* or, *I saw a man who was drunk*.

1. I ate an apple and it was spoiled.
2. I rode a horse and he was lame.
3. He came from the store and he had been drinking there.
4. A man loves his country and he will die for it.
5. I wrote you a letter and it was a long one.
6. We cooked breakfast and ate it hastily.
7. We live in Alabama and it is a great State.
8. The men live by farming and it is a good business.
9. We entered the palace and it was richly decorated.
10. The soldiers lay down to sleep and they needed it much.
11. The engine puffed up the hill and it was very steep.
12. We enjoyed our rest for it had been earned.
13. Everybody was at the banquet and it was long and tedious.
14. We study grammar because it is valuable.
15. They read "Ivanhoe" and they found it a noble story.
16. The pictures were bought and they were beautiful.
17. A terrible accident occurred and it is never to be forgotten.
18. A yell was uttered and it was blood curdling.
19. Naples is the largest city of Italy and it is also the most beautiful.
20. Mont Blanc is the monarch of mountains and it is hard to climb.

LESSON 24. — POSITION OF MODIFYING WORDS

In the construction of sentences it is necessary to place the modifying words, phrases, and clauses near the words they modify, or much confusion will arise. If I say, *I rode a horse wearing red trousers*, it means the horse wore the trousers, but if I say, *Wearing red trousers, I rode a horse*, it means I wore the trousers.

Exercise 1.—Reconstruct these sentences so that the modifying words will stand in their proper relation:

1. I saw an account of his conduct in the New York papers. \
2. I saw six ducks riding a bicycle in the park.
3. I hired a man to build a fence with a glass eye.
4. A bird was shot by a little boy with a red topknot.
5. An office is wanted by a man thirty feet long.
6. The little dog followed an old man panting furiously.
7. Running from under the house I was bitten by a dog.
8. Seizing a glass full of rage he threw it in her face.
9. For sale, some vinegar by a dealer kept in a barrel for years.
10. I have a new house built by a negro painted red all over.
11. There goes a horse ridden by a lady with three white feet.
12. I saw a man cutting wood with false teeth.
13. Did you ever see an iceberg on board a ship?
14. I saw a trout, caught by a boy eighteen inches long.
15. For sale, a piano, by a lady about to travel in a walnut case.
16. One evening we counted twenty meteors sitting on our porch.
17. Wanted, a pony for a boy weighing about five hundred pounds.
18. The oak tree was planted by my grandfather whose limbs covered half an acre.
19. The wagon was driven to town by my brother full of turnips and cabbages.
20. Lost, a small picture, representing Venus and Adonis on the Brooklyn Bridge.
21. Wanted, a room by a single man, twenty feet wide and thirteen feet long.
22. I am looking for a boy to take care of a pair of horses of good moral character.

Exercise 2.—What is the difference in the meaning of these sentences?

1. He told me at home what happened.
He told me what happened at home.
2. The man whom you saw married my cousin.
The man married my cousin whom you saw.
3. The horses in the yard belong to my brother.
The horses belong to my brother in the yard.

4. I heard what he said at the City Hall.
I heard at the City Hall what he said.
5. I was told by my sister how he ran.
I was told how he ran by my sister.
6. The master discovered after recess what the boys did.
The master discovered what the boys did after recess.
7. If you see my cousin at the Fair, tell him to look me up.
If you see my cousin, tell him to look me up at the Fair.
8. Everybody was talking of his marriage on the train.
Everybody on the train was talking of his marriage.
9. The girl whom he loved was a friend of my sister.
The girl was a friend of my sister whom he loved.

LESSON 25. — THE ELLIPTICAL SENTENCE

An **elliptical sentence** is one that is correct but not complete. Some words are left out and are understood by the reader or the speaker as not being necessary to the sense. This shortening of a sentence by leaving out words is called **ellipsis**; it frequently adds strength to a sentence. **Ellipsis** means leaving out.

1. Love thy neighbor as thyself. (as thou lovest thyself.)
2. He is as proud as ever. (as he ever was.)
3. It is important if true. (if it is true.)
4. He said no one knows what (he said).
5. You may go if you wish (to go).
6. Why so sad? (Why are you so sad?)
7. He died while in his chair (while sitting in his chair).
8. It is now half past seven (o'clock).
9. Who spoke? I (spoke).
10. John is not so tall as James (is tall).
11. Mary has a white rose, I a red. (I have a red rose.)
12. Where is the man you saw? (whom you saw?)
13. And Thine is the kingdom, and (Thine is) the power, and (Thine is) the glory.

Exercise 1. — In the following sentences supply all words necessary to complete the grammatical structure of the sentence:

1. Either you are a fool or a knave.
2. He is intelligent but unreliable.
3. Milton was a poet, Raphael a painter.
4. Up, Guards, and at them.
5. You are stronger than I, but not so old.
6. Of two evils choose the less.
7. The night hath a thousand eyes, the day but one.
8. A saw is a good thing, but not to shave with.
9. Come as soon as possible.
10. It rained all day Sunday, also Monday.
11. Some people are born lucky, I was not.
12. Solomon was the wisest of men, Moses the meekest.
13. The Huron leaped like a tiger.
14. They fought courageously, but not successfully.

Exercise 2. — A telegram is a good illustration of ellipsis. We leave out all the words we can. Supply the missing words in these telegrams:

1. Mother ill. Come at once. Notify others.
2. Otherwise engaged. Regrets. Have written.
3. Will give two hundred. Answer. My expense.
4. Party will leave Monday. Meet us, two twenty.
5. Suddenly ill. Postpone date. Notify papers.

Exercise 3. — Reduce the following sentences to their shortest forms, omitting all words that can be left out without destroying the sense:

1. He staid as long as it was possible to stay.
2. I cannot stay longer than a week is long.
3. My brother is older than I am old.
4. We arrived before you arrived or before any others arrived.
5. A bird in the hand is worth as much as two birds that are in the bush.

6. He has gone no one knows where ~~he has~~ gone.
7. Texas raises more cotton than Georgia ~~raises~~ cotton.
8. Everybody works but father does not work.
9. We must now go for the boats. ~~Let us~~ lower the sails.
10. Look on this picture, then look on that picture.
11. There were on all sides the dead men and the dying men.
12. For I am nothing if I am not critical.
13. I see a sail. I see a sail. We are saved at last.
14. There is the enemy. Get you ready with your guns.
15. First came the king, then came the court, then came the crowd.
16. I want a horse! I want a horse! I will give my kingdom for a horse!

WRITING ADVERTISEMENTS

(To illustrate the elliptical sentence)

Write a short advertisement concerning each of the following matters:

1. You have a cow for sale. Describe the cow and the price you want for her.
2. You have lost a dog. Describe the dog and name the reward.
3. You have a farm for sale. Describe the farm and price.
4. You wish to rent a house. State your wants in a few words.
5. You have lost a watch. Advertise for it, describing it carefully.
6. You need a gardener. Advertise for one, telling the work to be done.
7. You have a second-hand piano for sale. Describe it, giving price.
8. Advertise a pair of horses for sale. Describe the horses, giving price, etc.

LESSON 26. — FINDING THE PARTS OF SPEECH

Exercise. — Name all the parts of speech in these sentences:

1. Evil communications corrupt good manners.
2. A thing of beauty is a joy forever.
3. Perseverance conquers all things.
4. The curfew tolls the knell of parting day.
5. A rolling stone gathers no moss.
6. A soft answer turneth away wrath.
7. Brutus was the noblest Roman of them all.
8. The vine clings to the moldering wall.
9. I slept and dreamed that life was beauty.
10. England expects every man to do his duty.
11. Tell him to come and take my sword.
12. All work and no play makes Jack a dull boy.
13. The melancholy days have come.
14. Time and tide wait for no man.
15. Adieu! Adieu! my native land!
16. He is rich, wise, and generous.
17. In the beginning God made the heavens and the earth.
18. Upon what meat hath this our Cæsar fed?
19. Farewell! a long farewell to all my greatness.
20. Out of the abundance of the heart the mouth speaketh.
21. Hark! Hark! The dogs do bark.
22. A merry heart doeth good like a medicine.
23. The mountain and the squirrel had a quarrel.
24. Choose ye this day whom ye will serve.
25. Every man is his own best teacher.
26. A man's actions betray his character.
27. Agriculture is the most important of all industries.
28. Sugar is made from beets in France and Germany.
29. Our good deeds live after us.
30. Music hath charms to soothe the savage breast.
31. They love to see the flaming forge.
32. Corruption wins not more than honesty.
33. Of all the wonders that I yet have heard
It seems to me most strange that men should fear.

34. I heard the roar of the winds and the beat of the surf.

35. The bell rang softly from the old church tower.

36. The flowers come with the summer.

37. The Hudson River is named for Henry Hudson.

38. De Soto marched across the States of Georgia, Alabama, and Mississippi in 1540.

39. New Orleans is situated at the mouth of the Mississippi River, and at the entrance of the most productive valley in the United States.

LESSON 27.—GENERAL EXERCISES

Exercise 1.—Enlarge these sentences by adding words to both subject and predicate. Separate the complete subject and the complete predicate by a vertical line.

Axes cut.	The winds blow.	Snakes crawl.
Dogs bite.	Seeds scatter.	Fleas bite.
Cats scratch.	The birds sing.	Sheep graze.
Flowers bloom.	The camel travels.	Clouds threaten.
Grass grows.	Sailors swim.	The ship rocks.
The sun sets.	Miners dig.	Artists paint.
The moon rises.	The farmer plows.	The river flows.

Exercise 2.—Make a list of adjectives that are derived from these nouns:

beauty	fierceness	hope	happiness	hardness
goodness	talents	brightness	industry	wisdom
holiness	sweetness	study	laziness	east
bravery	ugliness	cheerfulness	difficulty	west

Exercise 3.—What nouns correspond to these adjectives?

high	small	foolish	tall	silent	mean
great	lucky	sick	strong	proud	curious
able	sly	white	firm	cold	noisy
hot	fruitful	large	insane	wasteful	northern
pretty	selfish	big	soft	long	southern

Exercise 4. — Use the following verbs in sentences:

have ordered	should do	had sung
furled	could have seen	can be playing
dived	has grown	was defeated
can shoot	might have had	will be given
may have been	was punished	should have been studying

Exercise 5. — What adverbs can be added to these sentences?

- | | |
|---------------------------|---------------------------|
| 1. The soldiers fought —. | 7. The guns roared —. |
| 2. The smoke curled —. | 8. The snow fell —. |
| 3. The clouds gathered —. | 9. The storms beat —. |
| 4. The men cheered —. | 10. The army marched —. |
| 5. The waves beat —. | 11. The leaves stirred —. |
| 6. The whistles blew —. | 12. The flag waves —. |

Exercise 6. — Write sentences, using prepositions to show the relation between the words:

A book, a table.	A child, a bed.	A boy, a seat.
A hat, a rack.	A girl, a horse.	A queen, a throne.
A monkey, a tree.	Hair, the head.	Bears, the cage.
A man, a boat.	A car, a rail.	A teacher, a desk.
Fish, a hook.	A sailor, a mast.	A tent, rain.

LESSON 28.—GENERAL EXERCISES (*continued*)**Exercise 1.** — Connect some of these sentences by means of conjunctions to make a better paragraph:

The horse was led out. He was without saddle. He was without bridle. I looked at him. I was not afraid. I took the bridle in my hands. I caught him by the mane. I forced the bit in his mouth. He plunged. He kicked. He tried to bite. I held him fast. Two men put the saddle on him. They strapped it tight. I leapt into place. The horse gave a leap. He turned. He reared. He plunged. I drove the spurs into his side. He began to run. After a while he was tired. He became quiet. I had conquered him.

Exercise 2. — In the following sentences name the adjectives used as nouns :

1. None but the brave deserves the fair.
2. The feeble and the sick were cared for first.
3. Be polite to the old and the infirm.
4. Only the strong and well should climb high mountains.

In the following sentences name the nouns used as adjectives :

1. He has a gold tooth.
2. I like brass andirons and marble mantels.
3. All around were orange trees and flower beds.
4. On the walls were ink spots and finger prints.

In the following sentences name the nouns used as adverbs :

1. The sun set ruby red in the west.
2. The elephant's tusks were brass tipped.
3. The moss covered bucket hung in the well.
4. Her eyes were violet blue.

Exercise 3. — Use the following phrases as adjective phrases in sentences :

of bravery	in the air	of many minds	of the day
of courage	on the horse	of much learning	of all time
in town	in the grass	of by and by	in the mountains
in the country	of eloquence	of abundance	among the trees.

Exercise 4. — Use the following phrases as adverbial phrases in sentences :

in haste	at noon	at school
at leisure	for your sake	by hard work
on the corner	with great force	with great energy
on the street	at the proper time	of a fever
among the clouds	in haste	in the summer
at daylight	in torrents	at night
by sunrise	at the window	across the meadow

Exercise 5. — Use the following phrases as noun phrases in sentences:

hunting the tiger	sailing a boat	to take a bath
shooting rabbits	digging bait	to work with flowers
firing a cannon	reading poetry	to raise vegetables
ascending in a balloon	catching a tarpon	to save money
riding in an automobile	to eat candy	to occupy the time

Exercise 6. — Use the following clauses as adjective clauses in sentences:

where I was born	that do harm
where Columbus landed	where Lee surrendered
who live extravagantly	that Poe wrote
who live in the open air	whom you saw
which fell abundantly	where coal is found
which grows profusely	that Jack built

Exercise 7. — Use the following clauses as adverbial clauses in sentences:

as the sun arose	as I came into the gate
when it grew dark	when I grew older
when I was a child	as the sun went down
when I became a man	when the floods came
as the storm began	as the dam broke
because I knew no better	when the cows come home
because the ground was so wet	when the river freezes over
when he was turned loose	where berries grow

Exercise 8. — Use the following clauses as noun clauses in sentences:

the day we went hunting	the songs the negroes sing
because you forgot	the way the ocean looks
the time you have lost	how red the sun was
the hour when we separated	how he got away
the place you lost your watch	the day I started to school
the songs your sister sang	the last piece of chicken I ate
the pies that mother used to make	the words he spoke

LESSON 29.—REVIEW QUESTIONS

1. What is language? What is grammar? What is English grammar? What is a sentence? With what do all sentences begin? What is a declarative sentence? With what does it end? What is an interrogative sentence? With what does it end? What is an imperative sentence? With what does it end? What is an exclamatory sentence? With what does it end? What is the subject of a sentence? What is the predicate of a sentence? What is a simple sentence? What is the simple subject? What is the simple predicate? What is the complete subject? What is the complete predicate? What is the object of a sentence?

2. What is a noun? Name some words that are nouns. What is a pronoun? Name some words that are pronouns. What is an adjective? Name some words that are adjectives. What is an adverb? Name some words that are adverbs. What is a preposition? Name some words that are prepositions. What is a conjunction? Name some words that are conjunctions. What is an interjection? Name some words that are interjections. How many parts of speech are there? Name them. What is a phrase? What is an adverbial phrase? What is an adjective phrase? What is a noun phrase? What is a clause? What is the principal clause? What is the subordinate clause? What is the difference between a phrase and a clause? What is an adverbial clause? What is an adjective clause? What is a noun clause? What is a complex sentence? What is an elliptical sentence? What does ellipsis mean?

LESSON 30.—LETTER WRITING—BUSINESS LETTERS

We use written language in the form of letter writing more than in any other way. Therefore, it is necessary to understand the correct form of beginning and signing a letter, as well as to practice the composition of the various kinds of letters that one sends.

The first part of a letter is the heading, which is written at the top and toward the right, and contains the address of the person sending the letter, and the date.

The second part, written at the left, contains the address of the person to whom the letter is sent.

The third part contains the message or the body of the letter.

The fourth part contains the signature of the person sending the letter.

All these parts vary according to the kind of letter one writes. In business letters all the parts should be formal and exact, but in letters to relatives or friends some liberty is allowed.

Here is the form of a business letter :

1728 Wheat St., Austin, Texas.

American Book Company, *Jan. 1, 1908.*
100 Washington Square,
New York.

Dear Sirs:—

I am much interested in your school publications and should be glad to have you send me a catalogue, for which please find stamps enclosed.

Yours truly,

John E. Parsons.

NOTE. In the above letter study the position of each part and the punctuation. Note that the letter is short and states only the business in hand, that the full address of the person writing it is given to avoid mistakes, and that it is carefully written and politely worded for the sake of good business form and courtesy. The letter should be neatly folded, and placed in an envelope, which should be addressed in the same way as the letter itself.

Exercise.—In the same form as the one given, and using your own street and home address, and your own name, write some of the following letters :

1. Write to some merchant in your town, asking for a few samples of calico.

2. Write to the *Youth's Companion*, Boston, inclosing \$1.75 for a year's subscription.

3. Write to Tiffany & Co., New York, asking for a catalogue of holiday silver goods.

4. Write to John Wanamaker, Broadway, New York, inclosing a check for \$5.00 to pay a bill, and asking for samples of fall dress goods.

5. Write to Marshall Field & Co., Chicago, applying for a position as salesman.

6. Write to some groceryman, inclosing a check for your last month's bill.

7. Write to the American Book Co., Atlanta, Ga., asking the wholesale price of Lee's Readers.

8. Write to the *New York Herald*, renewing your subscription for one year.

9. Write to the Board of Education of your city, applying for a position as teacher, stating your qualifications.

10. Write to Harper & Bros., Franklin Square, New York, inclosing a money order for \$4.00 for a year's subscription to *Harper's Monthly Magazine*.

11. Write to Henry Harris, asking to engage his boat for a school picnic.

12. Write to Best & Co., of New York, asking for their catalogue of spring and summer goods.

13. Write to Bailey, Banks, & Biddle Co., of Philadelphia, inclosing \$2.00 for a scarf pin.

14. Write to the Waldorf-Astoria Hotel in New York, telling them when you will arrive, and engaging a room for a week. Tell the kind of room you want and about the price you are willing to pay.

SUGGESTION FOR BUSINESS LETTERS

1. Write to any of the merchants in your town, ordering some goods sent to your house, and requesting a bill to be sent at the time C.O.D.

2. Write to the publisher of some book you study, stating your opinion of the book, and making suggestions for its improvement.

3. Find the advertisements in the magazines and address a letter to those you desire, asking for a catalogue or for further information.

NOTE TO THE TEACHER. It is not intended that all the above letters be written in order, but that they be used from time to time as occasion and pleasure determine. Letter writing should be a constant exercise. Skill and accuracy can be secured by frequent writing and careful correction.

LESSON 31.—LETTER WRITING—FRIENDLY LETTERS

There are other kinds of letters than business letters, for we often need to write to our relatives and friends. Such a letter should be dated, and while it is not always necessary, it is better to give the address of the person writing it. The address of the person to whom the letter is sent need not be written at the beginning, but may be written at the end. The letter should be addressed in such form as the following:

Dear Charles:—

Dear Mother:—

Dear Uncle William:—

Dear Father:—

My dear Mr. Brown:—

Dear Miss Edith:—

My dear friend:—

Dear Sister:—

The letter should be signed in such forms as these:

Your affectionate son,

Affectionately yours,

Sincerely yours,

Your loving daughter,

Lovingly yours,

Your very truly,

The following is one form of a friendly letter:

Nashville, Tenn., Jan. 3, 1908.

Dear Henry: —

I have heard that you intend to be in Nashville for a few days, and I write to ask you to visit us during your stay here. We shall all be very glad to have you with us. Let me know by what train you will arrive.

Sincerely yours,

William Bryan.

Mr. Henry Jones,

314 Michigan Ave., Chicago, Ill.

NOTE. In the above letter observe the punctuation and the friendly form of the body of the letter. The address of the person to whom it is written is put at the end and to the left, and the same address should be repeated on the envelope.

SOME LETTERS TO WRITE

1. Suppose you have been traveling and have seen Niagara Falls. Write a letter to some friend at home, describing the Falls, telling what impression they made on you, and what you did while you were there.

In the same way write a letter about a supposed trip across the Sahara Desert.

In the same way write a letter about the Panama Canal.

2. Suppose you wish to know something about the harvesting of ice in Maine, and you have a schoolboy friend in Portland. Write him a letter, asking him all the questions you would like to have answered.

In the same way write a letter, inquiring about how cotton is raised in Mississippi.

In the same way write a letter to a friend in Japan, asking him some questions about the country and the people.

3. Suppose you are away from home and wish to write a letter to your brother, giving him some directions about your dog, your gun, your boat, and other things. What orders shall you give him?

In the same way write to a friend, giving him directions about a fishing trip.

In the same way write to your little brother, telling him how he should behave in company.

4. Suppose you have seen a great church, with a fine organ, pictures, and other things. Write a letter to your mother, using some exclamatory sentences to tell how beautiful and majestic everything was.

In the same way write a letter home about a supposed storm at sea.

In the same way write a letter to your father about a terrible railroad wreck.

LESSON 32.—SOME LETTERS TO WRITE

The following suggestions for friendly letters are given here to be used by the teacher from time to time as occasion demands. Each topic may be assigned to the class, or all the topics may be divided among the pupils or used in any way the teacher desires.

1. Write a letter to your mother on her birthday.
2. Write a letter to your teacher, telling her of your vacation.
3. Write a letter to your cousin about your school.
4. Write a letter to your uncle, thanking him for a Christmas present.
5. Write to a friend in Mexico, asking him about the business prospects there and your desire to become an engineer.

6. You have heard that Mr. Olive wants to buy a dog. Write to him, offering him yours. Tell all about the dog.

7. Write to your brother who has been sick for some time.

8. Write to your sister who is off at college.

9. Write to a friend, explaining why you could not keep an engagement with him yesterday.

10. You are off at college. Write to your father, telling him about the college and why you need more money.

11. You have a friend in Havana who has never seen snow. Write to him all about it and what you do when it snows.

12. You have a summer cottage on the seashore somewhere. Write to an old friend at home, asking him to come to visit you, telling him what you do and how much benefit it would be to him.

13. Write to a cousin in London, telling him about George Washington's birthday and why we celebrate it.

14. Your aunt has sent you a set of books. Write to her, thanking her, and telling her what you think of one of them which you have read.

15. A friend of yours living in another part of the country wants to know what sports you enjoy in winter. Write him about them.

16. You have been on an excursion to a big city. Write to your brother at school all about it.

17. Your school has visited a cotton mill. Write to a cousin of yours all about it.

18. During the summer you visit your uncle who has a farm. Write to your mother about the crops, the chickens, the stock, the pond, and what you are doing.

19. Write a letter to your teacher, telling her what you did during the vacation, and what pleasures you enjoyed.

20. You have had a birthday party. Write a letter to your father who was away at the time, telling him what presents you received, and how your guests enjoyed themselves.

21. A friend of yours has been ill. Write a letter expressing your regrets and wishes for her quick recovery.

22. You have returned from a visit to a friend in the country. Write a letter thanking him for the pleasure you had.

23. A neighbor has sent you a basket of flowers. Write a note thanking her for it.

24. A friend has invited you to a party. Write a note accepting the invitation.

25. A boy has asked the loan of your gun. Write him agreeing to lend the gun, and telling him how to take care of it.

SUGGESTIONS ABOUT FRIENDLY LETTERS

1. All the pupils should write letters to the pupils of another school in a distant city.

2. The pupils should write letters to each other, telling about the way they spent a holiday.

3. The pupils should write letters to the teacher, telling of a circus, a picnic, a foundry, a park, or anything else they have seen or visited.

4. The pupils should write letters to their parents, describing their school and studies. The letters should be delivered, and answers requested.

NOTE. A postoffice may be established in the schoolroom for pupils to write letters to each other. The teacher should read each letter before delivery.

A poem to study and memorize:

(This poem should be studied for its literary beauty and value.)

COLUMBUS

Behind him lay the gray Azores,
Behind, the Gates of Hercules;
Before him not the ghost of shores;
Before him only shoreless seas.
The good mate said, "Now must we pray,
For lo! the very stars are gone.
Brave Admiral, speak, what shall I say?"
"Why, say, 'Sail on! sail on! and on!'"

"My men grow mutinous day by day,
My men grow ghastly wan and weak."
The stout mate thought of home; a spray
Of salt wave washed his swarthy cheek.
"What shall I say, brave Admiral, say,
If we sight naught but seas at dawn?"
"Why, you shall say at break of day,
'Sail on! sail on! sail on! and on!'"

They sailed and sailed, as winds might blow,
Until at last the blanched mate said,
"Why, now not even God would know
Should I and all my men fall dead.
These very winds forget their way,
For God from these dread seas is gone.
Now, speak, brave Admiral; speak and say—"
He said, "Sail on! sail on! and on!"

They sailed. They sailed. Then spake the mate:
"This mad sea shows its teeth to-night.
He curls his lip, he lies in wait,
With lifted teeth, as if to bite!
Brave Admiral, say but one good word;
What shall we do when hope is gone?"
The words leapt like a leaping sword,
"Sail on! sail on! sail on! and on!"

Then, pale and worn, he kept his deck,
And peered through darkness. Ah, that night
Of all dark nights! And then a speck —
A light! A light! A light! A light!
It grew a starlit flag unfurled!
It grew to be Time's burst of dawn.
He gained a world; he gave that world
Its grandest lesson: "On! sail on!"

— JOAQUIN MILLER.¹

LESSON 33. — KINDS OF NOUNS

George Washington, man, Boston, town.
America, country, Sarah, girl, Bible, book.

Name the word in the above list that refers to some particular man; the word that refers to some particular place; the word that refers to some particular country; the word that refers to some particular girl; the word that refers to some particular book. Thus we see that some nouns are the names of particular persons or places or things and apply to but one individual. These nouns are called proper nouns.

A proper noun is the name of a particular person, place, or thing.

Proper nouns begin with capital letters.

Name the words in the list that refer to a general class of objects without naming any particular individual. These nouns are called common nouns.

A common noun is the name of a general class of objects.

Common nouns do not begin with capital letters, unless they begin sentences.

¹ From Complete Poetical Works of Joaquin Miller. Copyright, 1902, by The Whitaker and Ray Co.

Exercise 1. — Name the proper and common nouns among these words and give the reason:

Charleston	meadow	America	hat	Adams
river	boat	corn	Harvard	boat
New York	wheat	houses	Denver	Jefferson
cotton	Napoleon	lions	Niagara	railroad
Paris	school	Johnston	coal	sugar cane
milk	Jackson	Sheridan	Ivanhoe	Louisiana
Chicago	cities	Duluth	Baltimore	Oregon
Montgomery	Maine	tigers	mountains	steamboats

Exercise 2. — Write the names of five boys you know; of five girls; of five cities; of five rivers. You should begin each name with a capital letter because it is the name of one particular person and is a proper noun.

Exercise 3. — Write the names of five trees; of five minerals; of five kinds of food; of five kinds of animals; of five kinds of birds. You should begin each name with a small letter because it is not the name of a particular thing, but of a class of things, and is a common noun.

Exercise 4. — In the following sentences name the proper and the common nouns:

1. Cuba is an island in the West Indies.
2. James Russell Lowell, the poet, lived in the city of Boston.
3. San Francisco was destroyed by earthquake and fire.
4. Rice is raised in South Carolina.
5. Elias Howe invented the sewing machine.
6. Vesuvius, an active volcano, is in Italy, near the city of Naples.
7. The climate of Alaska is severe in winter.
8. The Czar of Russia is named Nicholas.
9. Columbus was buried first in Valladolid, a city of Spain.
10. The Pacific Ocean is the largest body of water.
11. The Puritans settled in Massachusetts.
12. Lookout Mountain is near the city of Chattanooga, in the State of Tennessee.

LESSON 34. — GENDER

John, Mary, friend, rocks, man, woman, sheep, rivers.

Name two words in the above list that refer to objects of the male sex ; two words that refer to objects of the female sex ; two words that refer to objects that may be of either sex ; two words that refer to objects of no sex.

Some words refer to objects of the male sex, some to objects of the female sex, some to objects that may be of either sex, and some to objects that cannot have sex. When we classify nouns according to the sex they denote, we say they have gender. Gender means kind.

Gender is a classification of words according to sex.

There are four genders.

1. The *masculine gender* belongs to words that denote the male sex.

boy, Charles, brother, coachman, uncle, husband.

2. The *feminine gender* belongs to words that denote the female sex.

girl, Susan, sister, aunt, wife, lady, duchess.

3. The *common gender* belongs to words that may denote either sex.

cook, dog, cat, swine, fish, deer, animals.

4. The *neuter gender* belongs to words that denote objects without sex.

book, table, house, school, desk.

Exercise 1. — Of what gender is each of the following words ?

William	companion	brother	flowers	lioness	daughter
Alice	moon	child	niece	duke	witch
infant	Sarah	sea	youth	doctor	Indian
ship	John	beast	reaper	storm	queen
heroine	master	beauty	hope	bells	Sir

Exercise 2. — Write the feminine forms of these words:

bachelor	gander	uncle	master	manservant	him
boy	husband	wizard	actor	czar	his
brother	king	duke	horse	lord	husband
bull	nephew	emperor	beau	count	man
father	son	prince	he goat	he	son

Exercise 3. — Write the masculine forms of these words:

woman	ewe	tigress	poetess	landlady	duck
queen	baroness	goddess	widow	female	doe
empress	heroine	governess	mare	Mrs. Brown	she
authoress	lioness	negress	bride	peahen	her

LESSON 35. — NUMBER

Box, boxes. Man, men. City, cities.

Most nouns show by their form the number of objects referred to, whether one object or more than one. Of the above words, which indicate one object, and which more than one? The distinction between nouns as to one object or more than one is called number.

Number is that form of the word that indicates one or more than one.

There are two numbers, the singular and the plural.
The **singular** number indicates but one.

hat, fox, lady, ox.

The **plural** number indicates more than one.

hats, foxes, ladies, oxen.

Nouns form their plural number —

1. By adding *s* to the singular number.

hat, hats; rug, rugs; horse, horses; table, tables; town, towns.

2. By adding *es* to the singular number when it would be difficult otherwise to pronounce the word.

ax, axes; fox, foxes; church, churches; bush, bushes; gas, gases.

3. By changing *y* into *i* and adding *es* in words ending in *y* preceded by a consonant.

city, cities; lady, ladies; duty, duties; body, bodies.

4. By many irregular ways applying to a few words only :

(a) Changing the vowel of the word.

foot, feet; mouse, mice; goose, geese.

(b) Changing *f* into *v* and adding *s* or *es*.

wife, wives; wolf, wolves; leaf, leaves.

(c) Adding *en* to the singular number.

ox, oxen; child, children; brother, brethren.

(d) By making no change at all.

sheep, sheep; deer, deer; trout, trout.

(e) Foreign words often keep their own plural form.

axis, axes; fungus, fungi; stratum, strata.

(f) Letters, figures, and signs add *s* with an apostrophe.

a, a's; 5, 5's.

Dot your i's and cross your t's.

(g) Some compound words add *s* to the singular number.

cupful, cupfuls; spoonful, spoonfuls.

(h) Some compound words change one or both words.

mousetrap, mousetraps; manservant, menservants.

Exercise 1.—Give the plurals of the following words. When in doubt consult the dictionary.

chimney	essay	leaf	knife
caddy	ditty	fish	bucketful
mother-in-law	tooth	woman	shoe
hero	victory	sigh	circus
wolf	eye	daisy	crisis
thesis	basis	analysis	beau
knight	templar	appendix	radius
German	handful	man-of-war	passerby

Exercise 2.—Pronounce these plurals, being careful to give each letter its full value :

posts	nests	disks	tasks	desks	chiefs	safes
gulfs	paths	moths	truths	coasts	roasts	vests
behests	flasks	masts	guests	casks	asps	hasps
gasps	wasps	wisps	lisps	gusts	busts	husks
clasps	risks	mists	lists	pests	troths	whisks

LESSON 36. — PERSON

I, John, declare this to be true.

George, bring me my hat.

Charlie has hurt his foot.

In which of these sentences is a person speaking? In which one is a person spoken to? In which one is a person spoken of? In some sentences the words indicate that a person is speaking, in others that he is spoken to, in others that he is spoken of. This use of words is called person.

Person is the use of nouns or pronouns to indicate the person speaking, the person spoken to, or the person or thing spoken of.

There are three persons.

The *first person* denotes the person speaking.

I, Thomas, saw this with my own eyes.

The *second person* denotes the person spoken to.

George, it is time for you to go.

The *third person* denotes the person or thing spoken of.

Boston is a large city.

Exercise 1. — In the following sentences tell the person of the nouns and of the pronouns :

1. Miss Mary, will you please sing?
2. I have a sore throat.
3. I, John Brown, declare this to be my last will and testament.
4. Come hither, my little maid.
5. George the Second was King of England.
6. Joseph, keep quiet.
7. The stag drank water at the rill.
8. Lions are fierce beasts.
9. My son, keep my commandments.
10. What do you want me to do?
11. You, Charles, do not do that.
12. If you love me, then obey me.

Exercise 2. — Write five sentences, using pronouns, to illustrate the first person.

Write five sentences giving commands, to illustrate the second person.

Write five sentences describing some city in Europe, to illustrate the third person.

Exercise 3. — Write a short account, in about ten sentences, giving a conversation with a friend about your dog. Point out the person of each noun and pronoun.

LESSON 37. — CASE — THE NOMINATIVE CASE

We have already learned that nouns are used to denote the subject of the sentence.

George studies. Chicago grows rapidly.

Nouns are used also to denote possession or close relationship.

John's knife is dull. *Chicago's* fire was terrible.

Nouns are used also to denote the object of the predicate in the sentence.

I saw *John*. He visited *New York*.

A noun may be used in three ways: to denote the subject, to denote possession, and to denote the object. This various use of the noun in a sentence according to the relation it bears to other words, as subject, possessor, or object, is called case.

Case is the relation that nouns or pronouns bear to other words in a sentence.

There are three cases, the nominative case, the possessive case, the objective case.

A noun is in the *nominative case* when it is the subject of a sentence.

Exercise 1. — Find the nouns in these sentences that are in the nominative case:

1. The little child learns to write.
2. The cows are in the corn.
3. The wild horse runs through the street.
4. The birds sing in the trees.
5. The roses bloom in the garden.
6. The goldfish is in the pond.
7. The dog drew the cart.
8. Dickens wrote many novels.
9. The Italians make macaroni.
10. Bread is called the staff of life.
11. William Penn founded Philadelphia.
12. The Pilgrims settled Plymouth.
13. Demosthenes was a great orator.
14. Our thoughts are heard in heaven.

Exercise 2. — Write a short composition about Thanksgiving Day and underscore all nouns and pronouns that are in the nominative case.

RULE. — The subject of a verb is in the *nominative case*.

LESSON 38. — MORE ABOUT THE NOMINATIVE CASE

A noun is also in the nominative case: —

1. When it denotes the person addressed. It is then called the **nominative of address**.

James, where have you been?

Where goest thou, master?

2. When it is not related to the other parts of the sentence, (a) if used with a participle (see page 156), it is called the **nominative absolute**; (b) if used without a verb in an exclamation, it is called the **exclamatory nominative**.

(a) The *hour* being late, we retired. *Dinner* being announced, we arose.

(b) The *foe*! they come. The *holly*! oh, twine it with bay.

3. After certain verbs, as *be*, *become*, *seem*, and others, when the noun refers to the same thing as the subject. It is then called the **predicate nominative**.

Mary is a *child*.

Edward became *king*.

She seems a *woman*.

He was made *ruler*.

4. When it is in **apposition** with a noun in the nominative case. (See page 84.)

Exercise 1. — Name the nouns that are nominative subject, nominative of address, nominative absolute, exclamatory nominative, and predicate nominative:

1. My fortune being wasted, my children became beggars.

2. Friends, Romans, countrymen! Lend me your ears.

3. The soldiers of Emperor William were giants.

4. The jury having agreed, the verdict was rendered.

5. Come into the garden, Maud.
6. Ye crags and peaks, I am with you once again.
7. He was considered a gentleman.
8. Flow gently, sweet Afton.
9. Sir, I would rather be right than be president.
10. The argument being exhausted, let us stand by our guns.
11. He was elected captain, the men having all voted.
12. Thou, too, sail on, O ship of State.
13. His health gone, his money spent, he was a sad wreck.
14. Oh, sleep! it is a gentle thing.
15. Victoria became Queen of England.
16. Bright star! would I were steadfast as thou art.

Exercise 2. — Write two sentences illustrating the nominative subject; two illustrating the nominative of address; two illustrating the nominative absolute; two illustrating the exclamatory nominative; two illustrating the predicate nominative.

LESSON 39. — THE POSSESSIVE CASE

John's hat is brown.

When we say *John's hat*, what word indicates to whom the hat belongs? Nouns like this, ending with an apostrophe and an *s* (*'s*), or with an apostrophe only, and indicating possession or close relationship, are said to be in the possessive case.

A noun is in the *possessive case* when it indicates possession or close relationship to another noun or a pronoun.

The apostrophe (*'*), or the apostrophe and *s* (*'s*) is the sign of the possessive case.

Ladies' shoes.

My father's house.

1. In the singular number nouns add an apostrophe and an *s* (*'s*) to form the possessive case.

The *earth's* axis.

The *ocean's* tides.

The *boy's* knife.

Mr. *Smith's* store.

2. When the plural number ends in *s*, nouns add the apostrophe only.

Boys' knives.

Girls' hats.

Birds' feathers.

Two days' journey.

3. When the plural number does not end in *s*, the possessive case is formed as in the singular number.

Men's coats.

Women's bonnets.

Children's hats.

The oxen's yoke.

Exercise 1. — Name the nouns in the possessive case in these sentences and tell why the apostrophe is so placed:

1. The moon's surface is cold.
2. Ten years' imprisonment was the man's sentence.
3. The cannon's mouth is closed forever.
4. The strata's ore was rich in gold.
5. The women's dresses were elegant.
6. In my father's house are many mansions.
7. The Indians' faces are reddish brown.
8. Man's extremity is God's opportunity.
9. Girls' ways and boys' ways are different.
10. He went on two days' journey to the desert.
11. The boys' lessons were hard.
12. The children's toys were lost.
13. Rabbits' ears are longer than goats' tails.
14. The earth's diameter is about eight thousand miles.
15. The oceans' tides are affected by the moon.
16. He went to Mr. Brown's store.

Exercise 2. — Copy these words and place the apostrophe where it belongs:

- | | |
|---------------------|--------------------------|
| 1. My brothers hat | 7. The oceans waves |
| 2. My fathers house | 8. Six years hard toil |
| 3. Ladies shoes | 9. Mr. Parks store |
| 4. Three days sail | 10. Birds wings |
| 5. Misses bonnets | 11. The moons appearance |
| 6. Mens apartments | 12. The suns rays |

- | | |
|-----------------------|-------------------------|
| 13. Americas shores | 20. Wasps nests |
| 14. Dogs collars | 21. Johns mother |
| 15. Huylers candy | 22. Marys sister |
| 16. Bakers chocolate | 23. Williams brother |
| 17. New Yorks harbor | 24. The oxens hides |
| 18. The Amazons mouth | 25. The childrens books |
| 19. Teeths fillings | 26. The mornings ride |

LESSON 40. — MORE ABOUT THE POSSESSIVE CASE

A few singular nouns that end with an *s* sound generally add the 'apostrophe only.

For *goodness*' sake.

For *conscience*' sake.

The usual custom, however, is to add 's even when the singular noun ends with an *s* sound.

Charles's gun.

James's ball.

The *princess's* order.

When several words taken together form one general subject, as in compound words, or in double subjects, etc., the last word only takes the apostrophe and *s*.

My father-in-law's store.

Beaumont and *Fletcher's* works.

Cicero, the *orator's*, life.

General *Washington's* army.

The possessive relation is often expressed by the preposition *of* and the noun.

The beauty *of* the landscape (for "the landscape's beauty").

The children *of* my sister (for "my sister's children").

NOTE. Sometimes, as in the first illustration, the prepositional form is more euphonious. At other times it is used simply for variety. The use of the apostrophe in connection with the preposition *of*, as in "The beauty of the landscape's," "The store of my uncle's," is wrong.

Exercise 1. — Copy these sentences and place the apostrophe where it belongs, or omit 's where it is wrong:

1. Daniel Websters orations were masterpieces.
2. A two weeks vacation is long enough.

3. Demosthenes, the orators, speeches were powerful.
4. The King of Englands rule is far extended.
5. General Grants army was very large.
6. My sister-in-laws husband was ill.
7. I remember the house of my uncle's.
8. I used the room of my brother's.
9. The horse of my neighbor's is dangerous.
10. He did it for conscience sake.
11. I saw Charles sisters dog up town.
12. Cicero, the Romans orations were in Latin.

Exercise 2. — Change these phrases into possessive forms:

1. The novels of Charles Dickens.
2. The height of the mountain.
3. The deck of the ocean steamer.
4. The residence of the Prince of Wales.
5. The mouth of the lion.
6. The store of Lee & Brown.
7. The dress of Constance.
8. The house of Mr. Jones.
9. For the sake of goodness.
10. The orders of General Grant, the commander in chief
11. The plays of Shakespeare.
12. The writings of Bulwer, the novelist.
13. The poems of Henry Timrod, the Carolinian.
14. The great height of Niagara Falls.

RULE. — A noun that indicates belonging to and is written with an apostrophe *s*, is in the *possessive case*.

LESSON 41. — THE OBJECTIVE CASE

The water covered the *earth*.

The leaves fall from the *trees*.

In the first sentence the word *earth* indicates what is acted upon, and is the object of the verb *covered*. Nouns

that show what is acted upon and are the objects of verbs are said to be in the **objective case**.

In the second sentence the word *trees* is not acted upon by the verb *fall*. The word *trees* shows from what the leaves fall. Therefore *trees* is not the object of the verb, but is the object of the preposition *from*. Nouns that depend upon prepositions are also said to be in the objective case.

A noun or a pronoun that is the object of a verb or of a preposition is in the *objective case*.

Exercise 1. — Name the nouns and pronouns in these sentences that are in the objective case. Of what is each the object?

1. The sun gives heat to the earth.
2. The earth produces food and clothing for man.
3. Napoleon fought many battles in Europe.
4. The soldiers pursued the Indians and captured them.
5. She lifted the cup to her lips and drank the poison.
6. The storm beat the oak, but did not break it.
7. Deliver us from evil.
8. What books have you read?
9. I have read the poems of Longfellow.
10. Did you see me in town yesterday?
11. Remember now thy Creator in the days of thy youth.
12. The children saw the deer in the park.

Exercise 2. — Make sentences, using each of the following words as the object of a verb:

music	sugar cane	me	San Francisco
winds	smoke	you	bread and milk
arithmetic	cannon	bluebirds	New Orleans
animals	sparrows	sharks	Cincinnati
plants	czar	London	A cornfield
cotton	king	St. Paul	A salt mine

Exercise 3. — Make sentences, using each of the following words as objects of prepositions :

village	them	snow fields	us
Cuba	hair	oak trees	her
plantation	streets	the United States	him
missionary	youth	an earthquake	me
Missouri	Paris	an epidemic	you
which	New York	yellow fever	whom

RULE. — The object of a verb or of a preposition is in the *objective case*.

LESSON 42. — MORE ABOUT THE OBJECTIVE CASE

A noun may also be in the objective case:—

1. When it is the **indirect object** of the verb, indicating *to* or *for* what or whom the thing is done.

He gave *John* a horse.

I wrote the *master* a note.

We bought *Sarah* a hat.

She bought *George* a cup.

2. When it is used as an adverb to modify the verb in the sentence. It is then called an **adverbial object**.

He lived three *years* longer.

He ran six *miles*.

Many *times* have I prayed.

They labored the whole *day*.

NOTE. Nouns used as the indirect object or adverbially may also be explained as governed by a preposition understood. The sentence, *They offered Cæsar a crown*, is the same as *They offered (to) Cæsar a crown*. The sentence, *He hunted many days*, is the same as *He hunted (for) many days*.

Exercise 1. — Name all the nouns in the objective case and tell how each is governed :

1. I gave John the money.
2. Give us our daily bread.
3. I paid the man five dollars.
4. He staid ten years in Rome.
5. The soldiers marched three days and nights.
6. Our guest staid a week.

7. He could not move an inch.
8. He told me the story many times.
9. He was in prison seven long years.
10. They left this morning.
11. I wrote my father a letter.
12. I am six feet tall.
13. I weigh two hundred pounds.
14. I can walk ten miles a day.
15. He shot the bear three times through the body.

Exercise 2. — Complete these sentences by adding an adverbial objective:

1. The soldiers marched —.
2. The horses ran —.
3. The bell rang —.
4. The stars shone —.
5. We staid there —.
6. I worked — for him.
7. John can jump —.
8. He leaped — in the air.
9. I have been ill —.
10. Washington was president —.
11. She sang — for us.
12. The game lasted —.

Exercise 3. — Fill the blanks in these sentences with indirect objects of the verb:

1. Give — some bread.
2. Bring — your book.
3. Hand — a glass of water.
4. Sing — a song.
5. The farmer sold — all his corn.
6. The soldier told — a long story.
7. Cæsar gave — something in his will.
8. Catch — a big fish.
9. Leave — some money.
10. My uncle gave — and — a knife apiece.
11. The people offered — the presidency.
12. If you do — a kindness, he will not forget it.

LESSON 43. — NOUNS IN APPPOSITION

Mr. Jones, the *tailor*, has moved his store.

In this sentence the word *tailor* is used to explain which *Mr. Jones* is meant, and is said to be in apposition with, and have the same case as, the noun, *Mr. Jones*, which it explains.

A noun is in *apposition* with another noun when it is used to explain or add to the meaning of it.

1. A noun may be in apposition with the subject of a verb. It is then in the **nominative case**.

Webster, the *statesman*, was also a lawyer.

The church, a noble *building*, stood on the corner.

2. A noun may be in apposition with a possessive noun.

The *poet* Byron's death occurred in Greece.

Prescott the blind historian's writings are interesting.

3. A noun may be in apposition with the object of a verb or of a preposition.

He saw General Grant, the great *leader*.

Out of this nettle, *danger*, we pluck this flower, *safety*.

Exercise 1. — Name the nouns in apposition with other nouns and tell their case:

1. Socrates, the ancient philosopher, lived in Athens, Greece.
2. Longfellow, the poet, was born in Portland, Maine.
3. Tired Nature's sweet restorer, balmy sleep!
4. My friend, the colonel, was there.
5. The life of Raphael, the artist, was short.
6. The village, an old desolate town, was passed by.
7. The master's rod, an old cane, hung over the desk.
8. Have you read Scott's poem, "Marmion"?
9. And Nature, the old nurse, took the child upon her knee.
10. This blessed plot, this earth, this realm, this England, is now leased out.

Exercise 2. — Complete these sentences, using nouns in apposition:

1. The cathedral — is very grand.
2. Milton — wrote "Paradise Lost."
3. Thomas Jefferson — is buried in Virginia.
4. "Ivanhoe" — was written by Scott.
5. The Mississippi River — was discovered by De Soto.
6. My daughter — plays the piano.
7. Berlin — is the capital of Germany.
8. Tobacco is used for smoking —.
9. Grammar — is difficult to master.
10. Miles Standish — was in love with Priscilla.

Exercise 3. — Write sentences, using each of the following words with some other word or words in apposition to it; as, *Mr. Smith, the grocer, lives on M. Street*:

Honolulu	Key West	Fort Sumter
Valley Forge	Cuba	Alexander Hamilton
Dr. Jones	the condor	the shark
the mermaid	Miss Johnson	General Wolfe
Gettysburg	Traveler	Mt. Blanc
London	Sahara	the polar bear

RULE. — Nouns in *apposition* agree in *case*.

LESSON 44. — EXERCISES ON NOUNS

In the following paragraphs name the nouns and tell the gender, number, person, and case of each:

1. A farmer who had several quarrelsome sons tried in vain to teach them to live in peace and unity. One day he called them together and asked them to break a number of sticks that were bound closely together in a bundle. Each son tried in vain to break the bundle. The father then untied it and gave each son a stick to break. This was done with ease. Now the father said: "Thus, my sons, you are, when united, a match for all your enemies; but when

you separate and quarrel you are easily beaten. In union there is strength."

2. One day a dog was carrying home a piece of meat in his mouth. On his way he had to cross a plank lying across a smooth brook. By chance he looked into the brook, and saw there what he took to be another dog with another piece of meat. He made up his mind to have that also, and snapped at the shadow in the water; but when he opened his jaws, the piece of meat which he had in his mouth fell out and sank into the brook.

3. "But what chiefly characterized the colonists was their veneration for the Maypole. It has made their true history a poet's tale. Spring decked the hallowed emblem with young blossoms and fresh green boughs; summer brought roses of the deepest blush and the perfected foliage of the forest; autumn enriched it with that red and yellow gorgeousness which converts each wild-wood leaf into a painted flower; and winter silvered it with sleet, and hung it round with icicles, till it flashed in the cold sunshine, itself a frozen sunbeam." — HAWTHORNE.

4. "The door of Scrooge's counting house was open, that he might keep his eye upon his clerk, who, in a dismal little cell beyond, a sort of tank, was copying letters. Scrooge had a very small fire, but the clerk's fire was so very much smaller that it looked like one coal. But he couldn't replenish it, for Scrooge kept the coal box in his own room; and so surely as the clerk came in with the shovel the master predicted that it would be necessary for them to part. Wherefore the clerk put on his white comforter, and tried to warm himself at the candle; in which effort, not being a man of strong imagination, he failed." — CHARLES DICKENS.

5. "The new South is enamored of her new work. Her soul is stirred with the breath of a new life. The light of a grander day is falling fair on her face. She is thrilling with the consciousness of growing power and prosperity. As she stands upright, full statured and equal among the people of the earth, breathing the keen air and looking out upon the expanded horizon, she understands that her emancipation came because through the inscrutable wisdom of God her honest purpose was crossed and her brave armies were beaten." — HENRY W. GRADY.

LESSON 45. — PARSING NOUNS

To parse a word we must tell all about it, its kind, its characteristics, and its relations, according to its use in the sentence. To parse a noun we must tell —

1. Its kind — whether common or proper.
2. Its gender — whether masculine or feminine.
3. Its number — whether singular or plural.
4. Its person — whether first, second, or third.
5. Its case — whether nominative, possessive, or objective.
6. The word upon which it depends.
7. The rule that applies to its case.

Let us parse the nouns in this sentence:

John obeys his mother.

John is a proper noun, masculine gender, singular number, third person, nominative case, subject of the verb *obeys*. RULE. — The subject of a verb is in the nominative case.

Mother is a common noun, feminine gender, singular number, third person, objective case, object of the verb *obeys*. RULE. — The object of a verb or of a preposition is in the objective case.

Let us parse the nouns in this sentence:

Paul's father, an old man, is quite ill.

Paul's is a proper noun, masculine gender, singular number, third person, possessive case, belongs to *father*. RULE. — A noun that indicates belonging to and is written with an apostrophe *s* is in the possessive case.

Father is a common noun, masculine gender, singular number, third person, nominative case, subject of *is*. RULE. — The subject of a verb is in the nominative case.

Man is a common noun, masculine gender, singular number, third person, nominative case, in apposition with *father*. RULE. — Nouns in apposition agree in case.

Exercise. — Parse the nouns in these sentences:

1. Necessity is the mother of invention.
2. To God, thy country, and thy friend be true.
3. Flowers are God's thoughts of beauty.
4. The narrow soul knows not the joy of forgiving.
5. Oh, Liberty, how many crimes are committed in thy name!
6. Every man's life is a plan of God.
7. Hail! holy light, offspring of heaven, first born.
8. Mary, Queen of Scots, was beheaded.
9. And Simon, he surnamed Peter.
10. Thou art Freedom's now and Fame's.
11. We ascended Vesuvius, the pride and terror of Italy.
12. I, Paul, the Apostle, write this to Timothy.
13. The sun having risen, the travelers went their way.
14. Love keeps out the cold better than a cloak.
15. The love of money is the root of all evil.
16. To Napoleon there are no Alps.
17. The last analysis of liberty is the blood of the brave.
18. The busy have no time for tears.
19. Pictures are poems without words.
20. Only the brave deserve the fair.
21. Friends, Romans, countrymen, lend me your ears.
22. What a piece of work is man!
23. A kiss from my mother made me a painter.
24. A man's best friends are his ten fingers.
25. The early morning hath gold in its mouth.
26. We live in deeds, not years; in thoughts, not breaths.
27. Shakespeare was called the myriad-minded poet.
28. Brutus was the noblest Roman of them all.

LESSON 46. — EXERCISES ON NOUNS

Exercise 1. — Give a proper noun corresponding to each of these common nouns:

man	doctor	general	historian	orator	painter
singer	dentist	city	state	river	poet
grocer	shoemaker	mountain	lake	gulf	ocean
fort	actor	teacher	book	poem	country
sea	desert	railroad	steamboat	mayor	governor

Exercise 2. — Give a common noun that belongs to each of the following proper nouns ; as, *London, city*.

Paris	France	The Thames
Iceland	The Alps	Macaulay
January	Wednesday	Spring
Lowell	Ohio	The Oregon
New York Herald	Andrew Jackson	Benjamin Franklin
Mary Williams	The Pacific	Thomas Edison

Exercise 3. — Of what gender is each of the following words?

father	aunt	parent	stove	uncle
queen	children	city	tree	house
king	president	cattle	governess	spinster
bridegroom	bachelor	boy	hen	duck
countess	moon	Mr.	Mrs.	nephew
Caroline	baron	actress	executrix	sorcerer
Miss Smith	doctor	dentist	seashore	son
Mary	Augustus	earl	maid	manservant
butler	cook	bird	cow	deer
horse	rock	desk	pig	author

Exercise 4. — Give the plurals of the following words. When in doubt, consult the dictionary.

buffalo	echo	mosquito
phenomenon	German	Russian
baby	calf	turkey
spoonful	hero	wife
fish	deer	trout
goose	pond	negro
chimney	ally	bamboo
attorney	Mary	Dutchman
volcano	cannon	city
knight-errant	mother-in-law	chambermaid
mantrap	fish	talisman
court-martial	commander in chief	major general
father-in-law	stepson	poet laureate
bill of fare	index	pailful

Exercise 5. — Write the following phrases, changing them to the plural forms :

A baby's cloak	The child's name
A bird's nest	The Frenchman's speech
A dog's howl	The chimney's hearth
A lady's hat	The aid-de-camp's report
The man's shoe	The fish's fin
The lion's roar	The calf's leg
The hero's honor	The courtyard's crowd
The woman's club	The deer's track

Exercise 6. — Make sentences, using the following nouns and pronouns in the first person :

John, we, me, George, I, us, Thomas, Susan.

Use the following nouns and pronouns in the second person :

George, Joseph, you, your, William, Miss Brown, sir.

Use the following nouns and pronouns in the third person :

He, they, them, George, Jones, Sara, Dr. Thomas.

Exercise 7. — Supply nominative cases for each of these sentences :

1. — raise vegetables.
2. — rang loud and clear.
3. Up rose the —.
4. Out of the sea came —.
5. —, where have you been?
6. — did not want to go.
7. — would not eat his food.
8. — have stood for a thousand years.
9. Whither goest thou, —?
10. I told you, —, not to do that.
11. — having come, we had dinner.
12. — having passed, we all resigned.

13. Sailors are hardy —.
14. He was called —.
15. Cæsar was a —.
16. —, ring the bell.

Exercise 8.— Insert a possessive form in each blank space :

1. The — surface is rough.
2. The — palace is beautiful.
3. — store is very fine.
4. The — meeting was stormy.
5. The — color was red.
6. A — vacation is too short.
7. — army was defeated.
8. The — tooth is sharp.
9. My — kindness conquered me.
10. — novels are interesting.
11. Did you see the — sign?
12. Have you read — poem?

Exercise 9.— In the following sentences name the direct and the indirect objects of the verb :

1. Friends, Romans, countrymen, lend me your ears.
2. I gave the tramp some bread.
3. I paid the dentist five dollars.
4. Who told you that story?
5. My mother offered me a book.
6. The cook baked me a pie.
7. Three times they offered him the crown.
8. The peaches brought the farmers good prices.
9. Close attention made him a fortune.
10. Experience taught him wisdom.
11. He owes me ten cents.
12. I owe you my life, sir.
13. It will give me pleasure to lend you a book.

Exercise 10.— Use these phrases as adverbial objectives:

ten years	six months	five miles	many times
all day	six feet	forty yards	several times

Exercise 11. — Use the following expressions in apposition with some nouns; as, Dr. Brown, *the dentist*, has just died.

The grocer	The tailor
The great orator	A western State
A city in Europe	The King of England
A river in Asia	A bird of bright plumage
A harmless fellow	An insectivorous bird
A dangerous animal	A rude thing to do
A wonderful invention	A bad accident
The capital of Ohio	The inventor of the cotton gin

LESSON 47. — WRITTEN EXERCISES

1. Write a letter to a schoolmate, describing a visit you once made to some town. Give the names of some of the streets, and buildings, and of some of the people you met. Tell whatever else you choose about the town. Be sure to write all proper nouns with capital letters.

2. Write a short account of some park or menagerie you may have visited, and tell about the animals you saw, bringing into the story the plural forms of *fox*, *wolf*, *mouse*, *goose*, *ox*, *sheep*, *deer*, and telling anything else you choose.

3. Let us suppose that a burglar has entered Mr. Parsons's store and stolen some goods. Write an account of it for the morning papers. Name all the nouns you have used in the nominative case.

4. Let us suppose that two boys and two girls, whose names you may give, were in a boat on a lake and were overturned by an accident. Write an account of it, telling how it happened, and how they were all rescued. Mention all the nouns in your description that are in the objective case and tell how they are governed.

5. If you were an Esquimau child, and lived in the far North, and were writing a letter to an unknown friend in some city in the United States, how should you describe the way you lived, and what questions should you ask in your letter? Write such a letter. Can you now name the nouns and pronouns in your letter that are of the first person, of the second person, and of the third person?

6. You and your father have been traveling in Japan. You have seen many curious people, with strange costumes and habits. Write a letter home describing some of the things you have seen. After you have written the letter, name all the nouns and pronouns you have used.

7. What other letters can you suggest?

LESSON 48. — REVIEW QUESTIONS

1. What is a proper noun? What is a common noun? With what do proper nouns always begin? What is gender? How many genders do words have? Name them. What words are of the masculine gender? What words are of the feminine gender? What words are of the common gender? What words are of the neuter gender? What is meant by number? How many numbers are there? Name them. What does the singular number denote? What does the plural number denote?

2. What is meant by person? How many persons do nouns and pronouns have? Name them. What does the first person denote? What does the second person denote? What does the third person denote? What is case? How many cases are there? Name them. When is a noun in the nominative case? What is meant by nominative of address? What is meant by the nominative absolute? What is meant by the predicate nominative? When is a noun in the possessive case? What is the sign of the possessive case? When is a noun in the objective case? What is meant by an adverbial object? What other kind of object may a noun or pronoun be? When is a noun in apposition with another noun?

A poem to study and memorize:

(A language study)

TO A WATERFOWL

Whither, 'midst falling dew,
While glow the heavens with the last steps of day,
Far, through their rosy depths, dost thou pursue
Thy solitary way?

Vainly the fowler's eye
Might mark thy distant flight to do thee wrong,
As, darkly seen against the crimson sky,
Thy figure floats along.

Seek'st thou the plashy brink
Of weedy lake, or marge of river wide,
Or where the rocking billows rise and sink
On the chafed ocean-side?

There is a Power whose care
Teaches thy way along that pathless coast, —
The desert and illimitable air, —
Lone wandering, but not lost.

All day thy wings have fanned,
At that far height, the cold, thin atmosphere;
Yet stoop not, weary, to the welcome land,
Though the dark night is near.

And soon that toil shall end;
Soon shalt thou find a summer home and rest
And scream among thy fellows; reeds shall bend
Soon, o'er thy sheltered nest.

Thou'rt gone — the abyss of heaven
Hath swallow'd up thy form; yet on my heart
Deeply has sunk the lesson thou hast given,
And shall not soon depart.

He, who from zone to zone
 Guides through the boundless sky thy certain flight,
 In the long way that I must tread alone,
 Will lead my steps aright.

— W. C. BRYANT.

LESSON 49. — PERSONAL PRONOUNS

SINGULAR

PLURAL

I, my, mine, me	we, our, ours, us
thou, thy, thine, thee, you, your, yours	you, your, yours
he, his, she, her, hers, it, its	they, their, theirs, them

What is a pronoun? Of what part of speech are the words above? Which of them refer to the person speaking? Which of them refer to the person spoken to? Which of them refer to the person spoken of? These pronouns are called personal pronouns, because they are used to indicate the speaker, the person spoken to, and the person or thing spoken of.

A *personal pronoun* is a pronoun that indicates the speaker, the person spoken to, or the person or thing spoken of.

The pronouns that indicate the speaker are said to be of the *first person*.

The pronouns that indicate the person spoken to are said to be of the *second person*.

The pronouns that indicate the person or thing spoken of are said to be of the *third person*.

Exercise 1.—Name the personal pronouns in these sentences :

1. I shall tell him what you say.
2. He brought us to his house.
3. We told her mother that you were coming.
4. My house is at your service.
5. Thou shalt love thy neighbor as thyself.

6. What is mine is also yours.
7. Let there be no strife between me and thee.
8. We visited them at their country home.
9. Our house is not so large as theirs.
10. It has brought us good luck.
11. He spoke of its beauty to them.
12. And thine shall be the glory.
13. They bought that old house of ours.
14. I told his brother that you had seen him.
15. Thy people shall be my people, and thy God my God.
16. We have met the enemy, and they are ours.

Exercise 2. — Write two sentences containing personal pronouns of the first person; two sentences containing personal pronouns of the second person; two sentences containing personal pronouns of the third person.

LESSON 50. — DECLENSION OF PERSONAL PRONOUNS

It has been shown that the forms of the pronouns, as well as of other words, vary according to use. The variation of the *form* of words according to use or relation in a sentence is called **inflection**. The English language is not a highly inflected language, as are the ancient languages and some of the modern ones, but it has some inflected forms. When we arrange the cases of a noun or a pronoun in the two numbers we are said to **decline** it.

The orderly arrangement of the case forms of nouns or pronouns in the singular and plural number is called *declension*.

The declension of the personal pronouns is as follows :

SINGULAR		PLURAL	
NOM.	I	NOM.	we
POSS.	my <i>or</i> mine	POSS.	our <i>or</i> ours
OBJ.	me	OBJ.	us

NOTE. The pronoun *I* is always written with a capital letter.

SINGULAR

NOM. thou
 POSS. thy or thine
 OBJ. thee

PLURAL

NOM. you or ye
 POSS. your or yours
 OBJ. you

NOTE. Grammatically speaking, *you* is always in the plural number; but in ordinary conversation it is used in the singular number.

Its use in the sentence to denote one or more persons will determine the number. *Thou* is rarely used in speaking.

SINGULAR

NOM. he
 POSS. his
 OBJ. him

PLURAL

NOM. they
 POSS. their or theirs
 OBJ. them

SINGULAR

NOM. she
 POSS. her or hers
 OBJ. her

PLURAL

NOM. they
 POSS. their or theirs
 OBJ. them

SINGULAR

NOM. it
 POSS. its
 OBJ. it

PLURAL

NOM. they
 POSS. their or theirs
 OBJ. them

NOTE. Do not use an apostrophe with the possessive form of the personal pronouns.

Exercise. — In the following sentences name the personal pronouns and tell the person, number, and case of each :

1. Thy rod and thy staff they comfort me.
2. Ye crags and peaks, I am with you once again.
3. Thou art mighty, and we worship thee.
4. She gave way to her grief when he told her of it.
5. Let us love him because he has loved us.
6. Hers or his it matters not; they shall now be mine.
7. Our carriage took them to their hotel.
8. Your horses are not so good as ours.
9. My lessons are longer than yours.

10. Her voice was softer than his when she spoke to him.
11. He took his coat with him.
12. Is this picture yours or mine?
13. Susan has lost her ribbon.
14. All of us love to do our duty.
15. I am indebted to him for all I have.
16. My country, 'tis of thee!
17. He went away and left them to her care.

LESSON 51. — COMPOUND PERSONAL PRONOUNS

The personal pronouns are joined to the words *self* and *selves* to form the compound personal pronouns. The compound personal pronouns are *myself*, *thyself*, *himself*, *herself*, *itself*, *yourself*, *ourselves*, *yourselves*, *themselves*. They are mainly used for emphasis.

Compound personal pronouns may be : —

1. In the **nominative case** used in apposition with a noun or another pronoun.

I did it *myself*.

He *himself* says so.

They *themselves* told me.

She took it *herself*.

2. In the **objective case** used in apposition with a noun or a pronoun.

I saw the blood *itself*.

He told it to me *myself*.

I heard the noise *itself*.

It is all for you *yourself*.

3. In the **objective case** used **reflexively**.

He has cut *himself*.

The people seat *themselves*.

Help *yourself*, my friend.

She dressed *herself* quickly.

4. In the **objective case** after a **preposition** or as the **indirect object**.

He bought it for *himself*.

She put the dress on *herself*.

I gave *myself* a knife.

They found *themselves* a house.

Exercise 1. — Name the compound personal pronouns in these sentences and tell their cases:

1. Napoleon crowned himself king.
2. I myself sometimes despise myself.
3. Know then thyself.
4. They ran themselves nearly to death.
5. Penitents often scourge themselves.
6. They found the footprints themselves.
7. A greedy boy will eat himself sick.
8. I have given myself plenty of time.
9. He worried himself into a fever.
10. You do yourself a great wrong, sir.
11. The fault is not in our stars, but in ourselves.
12. He gave himself up for lost.
13. We know better than that ourselves.
14. She drove the four horses herself.
15. A suicide is one who kills himself.
16. Careless hunters often shoot themselves.

Exercise 2. — Never use the expressions *hissself* and *theirselves*, but always say *himself* and *themselves*. Complete these sentences:

1. He did it —.
2. He told me so —.
3. They said so —.
4. I saw John and Edith —.
5. My mother ate it all —.
6. He went all by —.
7. They staid at home all by —.
8. He loves to study by —.
9. They drank it all —.
10. Jesse Williams has done it —.
11. He — said so.
12. They — are going to town.
13. He loves — more than anybody.
14. They did it all by —.
15. He shot — in the foot.

LESSON 52. — USES OF *IT*

The pronoun *it* is used in a variety of ways.

1. *It* is used to refer to antecedents whose gender is not given.

The child knows *its* mother. The eagle builds *its* nest.

2. *It* is used as an introductory word and when the real subject follows the verb.

It is important for you to come. *It* is I; be not afraid.

3. *It* is used as an impersonal subject.

It is cold. *It* has rained very hard.

4. *It* is used as an impersonal object.

You cannot come *it* over me.

What fun to rough *it* for a week!

5. *It* is used as a substitute for a group of words.

He said *it* will rain, but I doubt *it*.

To hunt is great sport, and I like *it*.

Exercise.—In the following sentences tell how *it* is used:

1. He tried to lord *it* over us all.
2. Dreadful is the thought of death. Avoid *it*.
3. It is a wise colt that knows *its* own father.
4. *It* has been dry and dusty for a month.
5. How happens *it* that you do not know *it*?
6. *It* is not far. Suppose we walk *it*.
7. *It* may be as you say, but I doubt *it*.
8. *It* is well to know how; *it* is better to do.
9. My master leads a dog's life of *it*.
10. *It* is said that you will not be there.
11. We had to foot *it* over mountain and plain.
12. *It* grew wondrous cold.
13. They said they saw a ghost, but I doubt *it*.
14. *It* looks like rain. What do you think of *it*?
15. The clouds threaten. I like *it* not.
16. Trip *it* lightly as you go.

LESSON 53.—RELATIVE PRONOUNS

The man *who* told me was present.

There is a class of pronouns used to show the connection between the persons or things in different parts of the same sentence. In the above sentence, the word *who* refers to *man* and shows the connection that exists between the *man* and the person that *told me*. Such pronouns are called **relative pronouns**, because they relate one idea with another idea, in the same sentence.

A *relative pronoun* is a pronoun that refers to a noun or another pronoun and at the same time connects clauses.

The word in the sentence to which a relative pronoun refers, is called the **antecedent**.

The relative pronouns are *who*, *which*, *what*, and *that*.

The compound relative pronouns are *whoever*, *whichever*, *whatever*, *whosoever*, *whatsoever*, in their various forms.

Who is thus declined.

SINGULAR	PLURAL
NOM. who	NOM. who
POSS. whose	POSS. whose
OBJ. whom	OBJ. whom

NOTE. *Which*, *what*, and *that* use *whose* as possessive; in all other cases they remain unchanged.

The following rules should be remembered:

1. *Who* is used to refer to persons.

The man *who* rode the horse was thrown.

2. *Which* is used to refer to animals, places, and things.

The lion *which* broke loose is still at large.

3. *That* may be used for either persons, animals, places, or things.

Of all men *that* I have seen he was the bravest.

4. *What* is used to refer to things only, when the antecedent is not expressed. It is equivalent to *that which*.

I have forgotten *what* he said.

Exercise 1.— In these sentences name the relative pronouns and their antecedents :

1. He *that* is of a gentle nature will have many friends.
2. Boston is one of the finest cities *that* I know of.
3. I have known greater wrongs, *I that* speak to you.
4. The book whose leaves are torn is not mine.
5. The lady *whom* you saw is not my aunt.
6. The heart *that* has once truly loved, never forgets.
7. The men *that* cross deserts ride on camels.
8. All persons *who* are seated will please stand.
9. London, *which* is the largest city, is also the capital.
10. He does not know *what* to do.
11. All the girls whose lessons are learned may go.
12. He did not tell me *what* to do.
13. The fish *which* live in dark caves have no eyes.
14. The evil *that* men do lives after them.

Exercise 2.— Insert the proper relative pronouns in each of the following sentences :

1. He — wastes his money shall come to want.
2. The tiger — we saw was very fierce.
3. Did you hear — I said?
4. He — listens well will remember — is told him.
5. Where is the man — has never done wrong?
6. The General — army is beaten should not blame his soldiers.
7. The mountains — are in Switzerland are often snow-covered.
8. The house — you admired is mine.
9. The ocean — waves were so rough is now quiet.

10. Of all things — I ever heard it was the saddest.
11. The soldiers — were in the camp were ill.
12. The corn — grows in the West is a valuable crop.

Exercise 3.— In the following sentences name the relative pronouns and tell whether they are in the nominative, objective, or possessive case :

1. The lion which we killed was eight feet long.
2. They who live in glass houses should not throw stones.
3. The language that they used was disgraceful.
4. This is the house that Jack built.
5. The soldier whose story we heard has departed.
6. The general of whom everybody is speaking is ill.
7. All the things which we have heard have distressed us.
8. The Lord helps those that help themselves.
9. I read the paper which you sent me.
10. What he said was strange.
11. Did you hear what he did?
12. The seeds which we planted have come up.
13. He did not do what he promised.
14. Here lies one whose name was writ in water.
15. What man has done man can do.
16. What is worth doing at all, is worth doing well.

LESSON 54.—RELATIVE CLAUSES

The boy *who was hurt* is my brother.

By observing sentences in which relative pronouns occur we see that the relative pronoun introduces an explanatory clause, which could be omitted without destroying the sentence, but which is necessary to a complete understanding of the thought. In the above sentence, we could omit the words *who was hurt*, but the sentence would not tell which boy is meant. These dependent clauses introduced by relative pronouns are called **relative clauses**. The intro-

duction of a relative clause into a sentence changes it from a simple sentence to a **complex** sentence.

A relative clause is a clause introduced by a relative pronoun.

Exercise 1. — In the following sentences name the relative clauses:

1. He laughs best who laughs last.
2. I did not hear what he said to me.
3. A boy who confides in his father will rarely go wrong.
4. He jests at scars that never felt a wound.
5. I had a dream that was not all a dream.
6. Fools who came to scoff remained to pray.
7. Moses was the meekest man that ever lived.
8. Thrice is he armed that hath his quarrel just.
9. He serves his party best who serves his country best.
10. Who steals my purse steals trash.
11. They who have much to lose have much to fear.

Sometimes the relative is omitted.

There is the boy (whom) I met on the street.
The poor man (whom) I saw was blind.

Exercise 2. — Supply the omitted relative pronoun and name the relative clause in these sentences:

1. Keep the friends thou hast tried.
2. It was the strangest story I ever heard.
3. He was the best leader the army could get.
4. She is a woman I know to be worthy.
5. We dwelt in the house our father built.
6. The land I bought yesterday was in the country.
7. The horse he sold me was very wild.
8. Few and short were the prayers we said.

Exercise 3. — Add a relative clause to each of these sentences:

1. The old man was blind.
2. Keep the gold and silver.
3. Do not destroy the trees.

4. William Penn came from England.
5. La Salle explored the Mississippi.
6. Of all women she was the loveliest.
7. Samson was the strongest man.
8. The Dutch settled New York.
9. Let him speak first.
10. Be kind to all people.

Exercise 4. — In these sentences note the relative clauses:

1. He who has a thousand friends has not a friend to spare,
And he who has one enemy will meet him everywhere.
2. He who has health has hope, and he who has hope has everything.
3. He who will not accept orders has no right to give them.
4. He who will not serve has no right to command.
5. He who cannot keep silence has no right to speak.
6. He that buys what he does not want will soon want what he cannot buy.
7. The man who is not punctual in meeting an appointment will never be successful in life.

LESSON 55. — INTERROGATIVE PRONOUNS

Who goes there? *Whom* do you seek?

The pronouns *who* and *whom* are used to ask questions in these sentences.

Pronouns used to ask questions are called interrogative pronouns.

An *interrogative pronoun* is a pronoun used to ask a question.

The interrogative pronouns are *who*, *which*, *what*, and their various forms.

Exercise 1. — In the following sentences name the interrogative pronouns:

1. Whom do you seek? What came you to see?
2. What do you want? Which is the right way?

3. Who is the King of Glory? What shall I say to him?
4. What is truth? Which is the path of duty?
5. In whom shall I put my trust? What did you say?
6. Who will be first? Whose house is this?
7. Upon what do you depend? Whose son are you, my boy?
8. In whose yard did you play? What did you do?
9. Whom did you marry? Who will prove it?

Many errors are made in ordinary speech by not observing the proper case form of the pronoun *who*. Often we hear such incorrect sentences as *Who did you say?* *Who will she marry?* that should be *Whom did you say?* and *Whom will she marry?*

Remember to use *who* when it is the subject and *whom* when it is the object of the sentence.

Exercise 2. — Complete these sentences by inserting the correct form:

1. — will you invite? I have already told you —.
2. — have you come for? — do you seek?
3. He is the one — I love. — do you love most?
4. Jonah was the prophet — the whale swallowed.
5. — are you talking about? You know —.
6. I do not know — you mean.
7. — did you ask for? I have forgotten —.
8. The man — I saw was lame.
9. — did you see up town? Guess — I saw.
10. I forgot — I saw. — do you wish to see?
11. He — his neighbors respect, is a good man.
12. The poor — you laugh at may be richer than you.

Exercise 3. — Insert the correct form of the pronoun in these sentences:

1. — do you want to see?
2. — has asked for me?
3. I saw the man of — you spoke.
4. — did you write to?

5. Of — do you speak?
6. — will let him come?
7. To — did you apply?
8. I applied to the one — I saw first.
9. — has called to-day?
10. — shall I call on to recite?
11. With — are you studying?
12. For — is this present?

LESSON 56. — DEMONSTRATIVE PRONOUNS

This is a grammar.

That was a very old story.

There are some pronouns that are used to point out certain persons, places, or things. In the above sentences the words *this* and *that* are used to point out a certain book and a certain story, and are called demonstrative pronouns. *Demonstrative* means showing or pointing out.

A demonstrative pronoun is a pronoun used to point out certain persons, places, or things.

We may divide demonstrative pronouns into three classes.

1. Demonstrative pronouns that refer to particular persons, places, or things.

this, that, these, those.

2. Demonstrative pronouns that refer to general persons, places, or things.

few, many, one, none, several, some, other, all.

3. Demonstrative pronouns that refer to persons, places, or things considered in their relations.

each, either, neither, another.

When these pronouns are used to describe a noun expressed in the sentence, they are no longer pronouns, but

become adjectives. If we say *Many men have many minds*, the word *many* is an adjective because it describes men or minds. If we say *Many were lost in the wreck*, the word *many* is a pronoun because it refers to persons not expressed in the sentence.

Exercise 1. — In the following sentences tell whether the words in *Italics* are pronouns or adjectives:

1. *Each* thought of the *many* loved ones at home.
2. *Any* man can do *that* if he tries.
3. *Both* were injured in *this* wreck.
4. *Neither* of you has *any* cause for complaint.
5. *None* of us is expected at *either* place.
6. Let us do *all* we can for *all* men.
7. *Many* are called, but *few* are chosen.
8. Look on *this* picture and then on *that*.
9. *Some* were amused, *others* mortified, a *few* were angry.
10. At *another* time *all* of us can go.
11. *One* was taken and *another* left.
12. *Much* remains to be said.
13. Too *much* eating will make *any one* ill.
14. I told him *many* things, and he remembered *all*.
15. *Both* went to the war; *one* only returned.

Exercise 2. — Write sentences containing the following words used (1) as demonstrative pronouns, (2) as adjectives:

this, many, each, several, few, some,
those, neither, all, one, another, several.

LESSON 57.—PARSING PRONOUNS

In the parsing of pronouns we must tell—

1. The kind of pronoun—whether personal, relative, interrogative, or demonstrative.
2. Its gender, number, and person.

3. Its antecedent, if there is one.
4. Its case.
5. The rule that applies to its case.

Let us parse the pronouns in the following sentence:

I am he whom you seek.

I is a personal pronoun, masculine gender, singular number, first person, nominative case, subject of the verb *am*. RULE.—The subject of a verb is in the nominative case.

He is a personal pronoun, masculine gender, singular number, third person, nominative case, predicate nominative after the verb *am*. (See page 76.)

Whom is a relative pronoun, masculine gender, singular number, third person to agree with its antecedent *he*, objective case, object of the verb *seek*. RULE.—The object of a verb or of a preposition is in the objective case.

Let us parse the pronouns in the following sentence:

Who has said they did this?

Who is an interrogative pronoun, common gender, singular number, third person, nominative case, subject of the verb *has said*. RULE.—The subject of a verb is in the nominative case.

They is a relative pronoun, common gender, plural number, third person, nominative case, subject of the verb *did*. RULE.—The subject of a verb is in the nominative case.

This is a demonstrative pronoun, neuter gender, singular number, third person, objective case, object of the verb *did*. RULE.—The object of a verb or of a preposition is in the objective case.

Exercise.—Parse the pronouns in the following sentences:

1. It is he and not I whom you wish.
2. What means that stain upon thy hand?
3. He needs strong arms who swims against the tide.
4. Whatsoever ye ask shall be given unto you.
5. They loved their old home, which had sheltered them.
6. Uneasy lies the head that wears a crown.

7. A few escaped, but many were lost in spite of their efforts.
8. Let each serve the other the best he can.
9. Nature never did betray the heart that loved her.
10. They asked the way of every one, but none knew it.
11. Which is the merchant here, and which is the Jew?
12. In whom do you put your trust?
13. He who rides in his youth, may walk in his age.
14. Who chooseth me shall gain what many men desire.
15. The evil that men do lives after them.
16. He is the noblest man that I ever knew.
17. Whatever you undertake, do it with all your might.
18. It was cold when they came, so we made a fire for them.
19. She told us whom she would marry, but we already knew it.

LESSON 58. — EXERCISES ON PRONOUNS

Many errors of speech are made in the use of pronouns because they have so many forms. It is only by care and practice that we can acquire ease and accuracy. Remember that the subject of a verb must be in the nominative case, and the object of a verb or of a preposition must be in the objective case.

Exercise 1. — Complete these sentences, using *I* or *me* in the blank spaces :

1. He invited you and — to the party.
2. Let you and — go together.
3. Between you and —, I am not anxious.
4. Your brother and — are partners.
5. It was — who said so.
6. You know it as well as —.
7. Give Tom and — a ride.
8. He wants you as well as —.
9. Did you know it was —?
10. It is —; be not afraid.
11. Who goes there? —.
12. Who knocks? —.

13. Who was that talking? —.
14. Whom do you mean? —?
15. To whom are you speaking? —?
16. For whom are you looking? —?
17. Which looks better, William or —?
18. Who said so? It was not —.

Exercise 2. — Complete these sentences, using *he*, *him*, *she*, or *her* in the blank spaces:

1. I did not think it was —.
2. If I were —, I would not go.
3. Between me and — there is an understanding.
4. Was it you or —?
5. I told John and — to come at once.
6. It was — who told me.
7. You did it as well as —.
8. I like both Sara and —.
9. I asked Ben and — to dinner.
10. If I were —, I would do better.
11. I was not certain it was —.
12. It looked like —.
13. Who told you? —.
14. Whom do you want to see? —.
15. Which one do you choose? —.
16. Who is talking? It is —.
17. Who said that? It was not —.

Exercise 3. — Complete these sentences, using *we* or *us* in the blank spaces:

1. — men must stand together.
2. Let all of — boys go swimming.
3. Who rang the bell? It was — who did it.
4. — girls are going to the baseball game.
5. Who can do better than —?
6. The tramp frightened — girls.
7. Can you sing better than —?
8. They were as frightened as —.
9. The master punished all the boys, especially — two.

10. The preacher thought it was — talking.
11. They were guilty as well as —.
12. Can they do better than —?
13. Have they better manners than —?
14. The girls and — will have to stay in.

Exercise 4. — Complete these sentences, using *they* or *them* in the blank spaces:

1. We listened more closely than —.
2. We did as much as —.
3. Why did — say so?
4. I did not know it was —.
5. We worked as earnestly as —.
6. Tell — to come and take it.
7. I asked all of — to my house.
8. Who threw the chalk? It was —.
9. Who shot my dog? I think it was — who did it.
10. Who put out the fire? —.
11. Whom are you seeking? —.
12. It was — who came this morning.
13. It could not have been — who did so badly.
14. If I had thought it was —, I should have said so.
15. Who will prosper? — who work.
16. Who will fail? — who are idle.

Exercise 5. — Remember to use *who* for the subject and *whom* for the object of verbs and prepositions.

1. I do not remember — you invited.
2. — did you wish to see?
3. — did you expect?
4. I have forgotten — I called on.
5. — will Miss Smith marry?
6. — has my hat?
7. — do you prefer to sit by you?
8. Of — did you get that coat?
9. Of — are you speaking?
10. — did the speaker refer to?
11. By — was the world made?

12. Under — did he work?
13. To — will you give the book?
14. At — were you throwing that rock?
15. — did you say?
16. — spoke aloud then? — said so?

Exercise 6. — Introduce each of these relative clauses into a sentence:

1. who was thrown from his horse.
2. which broke out of the cage.
3. that I have ever known.
4. what he told me.
5. who died during the war.
6. whom you saw passing by.
7. which is a long way from here.
8. what he ought to do.
9. whom the Indians killed.
10. whom the great fish swallowed.
11. which is the greatest country on earth.
12. what appeared impossible.
13. that I ever saw.
14. which was a great pity.
15. whose mother was ill.

LESSON 59. — REVIEW QUESTIONS

What is a pronoun? What is a personal pronoun? What pronouns are of the first person? What pronouns are of the second person? What pronouns are of the third person? What is meant by inflection? What is it to decline a noun or a pronoun? Decline *I, thou, he, she, it*. With what is the pronoun *I* always written? How are the compound personal pronouns formed? Name the compound personal pronouns. What is a relative pronoun? Name the relative pronouns. What is meant by antecedent? Decline *who*. To what does *who* refer? To what does *which* refer? To what does *that* refer? How is *what* used? What is a relative clause? What is an interrogative pronoun? Name the interrogative pronouns. What is a demonstrative pronoun? Into what three classes are demonstrative pronouns divided?

LESSON 60.—EXERCISES IN WRITING STORIES

Finish each story as you think best :

1. We had been bathing in the surf for a half hour, not knowing there were sharks in the water. One of the boys was swimming some distance from the shore —

2. An old apple woman kept a stand on the corner near our house. One day some mischievous boys overturned her stand, and were grabbing for the apples —

3. One summer we had a camp by the side of a stream in the wildest parts on the mountains of Tennessee. There were a few bears left in that region, though we were not looking for them. One morning early —

4. Late one night our household was awakened by hearing 'some one crying, Fire! Fire! Hastily putting on a few clothes, I rushed downstairs and out into the yard —

5. A poor beggar girl stood one Christmas Eve on the streets. It was cold, and she was poorly and thinly dressed. A young man who was passing in a hurry dropped his purse —

Using these words as outlines, complete the whole story as you think it happened :

1. A wounded lion — a kind hunter — time passed — the hunter's danger — the lion's gratitude.

2. An eagle — a child — a swoop — child carried off — the mother — the hunters — the climb — the battle — the rescue — the mother's gratitude.

3. A ship — man overboard — boats — life preservers — excitement — rescue — name and story.

4. A desert — the camels — no water — a sand storm — an oasis — saved.

5. A coal mine — an accident — imprisoned — sufferings — how saved.

(The above stories, when completed, should be corrected and copied, and may be used for language studies in all the pupil has learned up to this time.)

LESSON 61. — KINDS OF ADJECTIVES

We have already seen that an adjective is a word that describes or limits the meaning of a noun or a pronoun, as *beautiful, red, several, ten*.

From this definition we see that there are two kinds of adjectives. Those which describe are descriptive adjectives, and those which limit are limiting adjectives.

1. A *descriptive adjective* is one that describes a noun or a pronoun.

An *honest* man is the *noblest* work of God.

If you are *good*, you will be *happy*.

2. A *limiting adjective* is one that limits the meaning of a noun or a pronoun.

This hat cost *five* dollars.

Many people live in *yonder* house.

Some limiting adjectives refer to number. (Adjectives that refer to number are also called **numeral adjectives**.)

one, two, three, first, second, third.

Some limiting adjectives refer to particular persons or things.

this, that, the, yonder, these, those.

Some limiting adjectives refer to any object and any number of things.

a, an, any, much, more, many, every, all, some.

NOTE. The limiting adjectives *a, an, the*, are sometimes called **articles**. (See page 128.)

Exercise 1.— In these sentences name the adjectives and tell to what class they belong :

1. A clear conscience gives more joy than great wealth.
2. Much learning hath made thee mad.
3. All men are mortal. In my father's house are many mansions.
4. Her voice was ever soft, gentle, and low.
5. Dear, gentle, patient, noble Nell was dead.
6. The night hath a thousand eyes, the day but one.
7. Ten thousand stars were in the sky, ten thousand in the sea.
8. A good name is rather to be chosen than great riches.
9. Atmospheric pressure is fifteen pounds to the square inch.
10. All poetry, ancient and modern, abounds in sentiment.

Exercise 2.— Give as many descriptive adjectives as you can that apply to each of the following words:

the mountains	a mine	whales
New York City	lions	Florida
icebergs	the sun	spring
the elephant	gold	Texas
the seashore	music	tobacco
a rabbit hunt	lemons	Europe

Exercise 3.— Write sentences containing limiting adjectives applying to these nouns :

boys	girls	school	flowers	houses	horses
ducks	cotton	gold	persons	books	waves

LESSON 62.—COMPARISON OF ADJECTIVES

When we say *Sugar is sweet*, we merely state a fact about sugar alone. When we say *Honey is sweeter than sugar*, we compare the two objects, honey and sugar. When we say *The violet is the sweetest of flowers*, we compare the violet with all other flowers. Here we have seen three forms of the adjective, viz. : *sweet, sweeter, sweetest*.

This variation in the form of the adjective is used for comparison.

Comparison is a variation of the form of the adjective for the purpose of expressing a greater or less degree of quality or quantity in one object as compared with other objects.

There are three degrees of comparison, the *positive*, the *comparative*, the *superlative*.

The *positive degree* is the simple form of the adjective.

sweet, pure, short, beautiful, dangerous.

The *comparative degree* shows that one object contains more or less of a quality than some other object.

The comparative degree is formed by adding *r* or *er* to the positive degree, or by the words *more* and *less*.

It is used to compare two objects.

sweeter, shorter, purer, more beautiful, less dangerous.

The *superlative degree* shows that one object contains the most or the least of a quality as compared with a number of objects.

The superlative degree is formed by adding *st* or *est* to the positive or by the words *most* and *least*.

It is used to compare a number of objects.

sweetest, shortest, purest, most beautiful, least dangerous.

Adjectives of one syllable and some of two syllables form the comparative and superlative degrees by adding *er* and *est* to the positive degree.

POSITIVE	COMPARATIVE	SUPERLATIVE
sweet	sweeter	sweetest
great	greater	greatest
lovely	lovelier	loveliest
gentle	gentler	gentlest

Some adjectives of two syllables and all with three or more syllables form the comparative and superlative degrees by using the words *more* and *most* or *less* and *least*.

POSITIVE	COMPARATIVE	SUPERLATIVE
beautiful	more beautiful	most beautiful
interesting	more interesting	most interesting
dangerous	less dangerous	least dangerous

NOTE. Some adjectives that by their nature are complete in themselves cannot be compared. For instance, if a thing is perfect, it cannot be more perfect. Such adjectives as *perfect*, *straight*, *round*, *square*, *circular*, *daily*, *hourly*, *perpendicular*, *vertical*, *annual*, *right*, *left*, *full*, and others of the same kind are not subject to comparison.

Limiting adjectives, which by their nature have no degree of quality, cannot be compared.

Exercise 1.—Name the adjectives in the following sentences, and their degree of comparison :

1. Sweet are the uses of adversity.
2. The pen is mightier than the sword.
3. A good name is more precious than gold.
4. Imitation is the sincerest flattery.
5. Bacon was the wisest, brightest, meanest, of mankind.
6. Always say the kindest thing in the kindest way.
7. The wisest guides choose the least dangerous roads.
8. She is more precious than rubies.
9. The dog is the most faithful of animals.
10. The most precious objects are wrapped in the smallest packages.
11. The greatest men are the least pretentious.
12. The duller the plumage, the sweeter the voice.
13. Duty is the sublimest word in the English language.

Exercise 2.—Write the comparison of the following adjectives:

proud	clean	sublime	unattainable
high	tall	healthy	wholesome
low	useful	attentive	ungrateful
poor	ugly	handsome	incomprehensible

Exercise 3.—Write sentences containing each of the following adjectives in the comparative or in the superlative degree :

happy	broad	ridiculous
dry	upright	bright
sad	miserable	thick-headed
merry	symmetrical	hard-working
angry	wealthy	bow-legged
rough	feeble	cross-eyed
large	unkind	outspoken
narrow	foolish	headstrong

LESSON 63. — IRREGULAR COMPARISON OF ADJECTIVES

Some adjectives do not form their comparative and superlative degrees by adding *er* and *est*, but by changes in the form of the word. These adjectives are compared irregularly :

ADJECTIVES IRREGULARLY COMPARED

POSITIVE	COMPARATIVE	SUPERLATIVE
good	better	best
bad (ill or evil)	worse	worst
little	less	least
much (many)	more	most
far	farther	farthest

CAUTION. We should be careful to avoid such errors as *gooder* and *goodest*, *badder* and *baddest*, *littler* and *littlest*. Those are not forms in proper use. *Good* should never be used as an adverb; as *He writes good*, *He behaved good*. Instead we should say, *He writes well*, *He behaved well*.

Instead of using *less*, *least* as the comparative forms of *little*, it is generally advisable to use other forms, as

smaller and *smallest*; as, *He is the smallest child in school.*

NOTE. When you are speaking of two objects only, you should use the comparative degree; as, *Who is the better boy, John or James?* When you are speaking of a number of objects, you should use the superlative degree; as, *Who is the best boy in school?*

Exercise. — Fill the blanks in the following sentences:

1. He was the — man of the two.
2. He was the — merchant in town.
3. The — you can do is to behave —.
4. Of two evils choose the —.
5. I hardly know which of the two ways was the — dangerous.
6. He was the — boy in the class.
7. Charles is small, but John is —.
8. The King was — yesterday and — to-day.

LESSON 64. — WORDS USED AS ADJECTIVES

We have seen that any word or combination of words in a sentence is to be construed according to use. Any word or combination of words that describes or limits the meaning of a noun or a pronoun is used as an adjective.

1. The **possessive case** is used as an adjective.

John's hat is black.

2. A **noun** may be used as an adjective.

The general wears gold buttons.

3. The **infinitive** (see page 154) may be used as an adjective.

We had no food to eat.

4. A **phrase introduced by a preposition** may be used as an adjective.

The time for my departure is at hand.

5. A phrase introduced by a participle may be used as an adjective. (A participle is a word derived from a verb, but used as an adjective; see page 156.)

Men engaged by the day do not hurry.

6. A relative clause serves the purpose of an adjective.

Do you know the house *that Jack built*?

Exercise 1. — In these sentences name the words, phrases, or clauses that are used as adjectives:

1. The town council received the mayor's message.
2. They had no wood to burn and no food to cook.
3. The hour for dinner had arrived.
4. The American soldier has no fear of defeat.
5. What is worse than a fire sweeping across the prairie?
6. Love of country and defense of home are men's reasons for war.
7. The hand that rocks the cradle rules the world.
8. A bird in the hand is worth two in the bush.
9. A love for animals is the sign of a good heart.
10. The Christian religion is the greatest instrument of civilization.
11. The horses, maddened with fright, rushed wildly along.
12. The boy who obeys his mother will not go wrong.
13. A watch of American manufacture is as good as a watch of Swiss manufacture.
14. Man's love is of man's life a thing apart.
15. Silver spoons in velvet cases were put in the glass windows.
16. Overcome by mortification, he sought the refuge of suicide.

Exercise 2. — Write sentences illustrating the service as adjectives of: —

1. The possessive case.
2. Nouns.
3. The infinitive mode.
4. A phrase introduced by a preposition.
5. A participial phrase.
6. A relative clause.

Exercise 3. — Use these words as adjectives in sentences :

Washington's	to shoot	beaten to death
Chicago's	to make	clothed in purple
silver	of great power	riding a gray horse
plush	of vast size	that mother used to make

LESSON 65. — PARSING ADJECTIVES

In order to parse an adjective we must tell: —

1. Its kind — whether descriptive or limiting.
2. Its degrees — whether positive, comparative, or superlative (if it can be compared).
3. The word in the sentence to which it belongs.

Let us parse the adjectives in this sentence:

The red rose is the most beautiful flower.

The is a limiting adjective, the first one belonging to the noun *rose*, and the second one to the noun *flower*.

Red is a descriptive adjective, positive degree, belonging to the noun *rose*.

Beautiful is a descriptive adjective, superlative degree, belonging to the noun *flower*.

Exercise. — Parse the adjectives in the following sentences:

1. Deep waters run with little noise.
2. Great minds run in the same channel.
3. Webster was the greatest orator of the day.
4. On every side were giant trees, gnarled and twisted.
5. The diamond is the hardest of all substances.
6. Evil communications corrupt good manners.
7. The finest gems are hidden in the deepest caves.
8. Greater love hath no man than this.
9. Many trees there are, all alike yet all different.

LESSON 66. — EXERCISES ON THE USE OF ADJECTIVES

Exercise 1. — Enlarge these sentences by adding adjective modifiers to the nouns :

1. Flowers bloom in the garden.
2. Beasts roam in the forest.
3. Waves dash on the shore.
4. Apples ripen on the trees.
5. Birds sing in the woods.
6. Snow was falling fast.
7. Leaves lie everywhere.
8. Berries are ripe.
9. Trees are bare.

Exercise 2. — Enlarge these sentences by adding possessive modifiers to the subject:

1. The hat is on the hook.
2. The book is on the floor.
3. — dress is blue.
4. The rays warm the earth.
5. — army was defeated.
6. The tides rise and fall.
7. — acting was superb.
8. The winds are cold.

Exercise 3. — Make these sentences express good ideas, by inserting modifying words :

1. A death generally awaits animals.
2. A ship is not for a voyage.
3. Boys do not like hair, nor girls hair.
4. No man has fingers, nor toes, nor teeth.
5. If a horse had feet he would be a curiosity.
6. A book is not for boys to read.
7. Food is not fit to eat.
8. A clock cannot keep time.

Exercise 4. — Enlarge these sentences by adding a phrase modifier to the subject of each. (See page 42.)

1. The key — is at Mt. Vernon.
2. The men lay down to sleep.
3. Food was becoming scarce.
4. The frost was on his hair.
5. The climate is severe.
6. The beasts and the birds can take care of themselves.
7. The negroes have their own songs.
8. The people should eat fruit and vegetables.

Exercise 5. — Enlarge these sentences by adding a clause modifier to the subject of each. (See page 44.)

1. The wind howled all night.
2. The mocking bird is a sweet songster.
3. The sailors were safely brought to shore.
4. The man will succeed.
5. General Sherman was an officer in the Northern army.
6. The Bible is the greatest of books.
7. The house was destroyed by fire.
8. The volcano burst forth in fury.

Exercise 6. — Using these simple sentences as bases, expand each subject by adding modifiers of any sort you choose. Make each sentence as long as you can.

1. A sound was heard in the next room.
2. A light suddenly flared in the distance.
3. A howl made the horses start and tremble.
4. Lions roam over the deserts of Africa.
5. A cry attracted the attention of the whole company.
6. A fight made the crowd scatter in every direction.
7. A story added increased interest to the occasion.
8. An accident made all the town horror-stricken.
9. This act excited universal applause.
10. The sermon was unusually dull.
11. The voyage was finally ended.

LESSON 67.—EXERCISES ON THE USE OF ADJECTIVES

Exercise 1.—Skill in the selection of adjectives should be acquired by care and study. Their proper use often determines the strength and beauty of a sentence.

Name as many adjectives as you can that will accurately apply to each of the following nouns. What is the best single adjective for each one?

the Mammoth Cave	the stars	yellow fever
the sunrise	a jungle	the Chinese
a storm	midnight	blindness
Niagara Falls	lions	the pyramids
the desert	a man-of-war	an earthquake
the King of England	hunting	a forest fire
the ocean	the Alps Mountains	a shipwreck
an iceberg	an avalanche	a locomotive

Exercise 2.—Copy these sentences and fill the blanks with the most appropriate adjectives:

1. — words stir up anger.
2. A — wind blew from the sea.
3. The tiger is a very — beast.
4. Lead is the — of metals.
5. How — is the wrath of kings?
6. The — clouds betoken a — day.
7. Ice cream is — in summer.
8. The air of swamps is —.
9. The — heavens are —.
10. Daniel Boone had an — spirit.
11. The — harbor is best for — ships.
12. A — friend should be prized.
13. Virginia is a — State.
14. The bite of the cobra is a — poison.
15. The love of money is a — source of evil.
16. The — sunrise is not more — than the — sunset.
17. How — in you to do so!

Exercise 3.—In each of these sentences place an appropriate adjective of the comparative or the superlative degree as the sentence demands :

1. He is the — of the two brothers.
2. Mary is the — child in the class.
3. John is a — boy than James.
4. Solomon was the — man of his time.
5. I do not know which is the — road, this or that.
6. Which is the — metal, gold or iron?
7. Who was the — general in the war of the Revolution?
8. Which is the —, to go or to stay?
9. Which is the — way to Cuba?
10. A — woman ne'er drew breath.
11. Which is the —, William or Thomas?
12. Which is the — choice, riches or wisdom?
13. The black horse is the — one of the pair.
14. The — train was too slow for him.
15. You will win because you are the — player.
16. The — men are the —.

Exercise 4.—Write sentences containing each of these adjectives in the comparative or in the superlative degree:

honest	far	friendly
elegant	good	interesting
poor	sedate	uncompromising
wise	old	long-suffering
mean	gentle	intemperate
noble	majestic	high-tempered
little	powerful	determined
much	unkind	illiterate
soon	bright	terrible

Exercise 5.—What adjectives are made from these proper nouns? (Observe that adjectives made from proper nouns must be written with capital letters.)

Canada	Germany	Greece
Porto Rico	France	Rome
Egypt	Norway	Italy
Christ	Russia	Naples
America	Turkey	Scotland
Mexico	Asia	Spain
South Carolina	India	Cuba
Sweden	China	Brahma
Paris	Japan	Mohammed
London	Switzerland	Elizabeth
North	East	Augustus

Exercise 6.—In these sentences name the adjectives that are used as nouns :

1. None but the brave deserves the fair.
2. Few die, and none resign.
3. Forgive, if ye have aught against any.
4. The sick and wounded were in the hospital.
5. The fittest only survive.
6. Few, few shall part where many meet.
7. One was chosen, the other was left.
8. Some are born great, some achieve greatness.
9. Men who see the invisible, hear the inaudible, and think the unthinkable, are those that do the impossible.

Exercise 7.—Remember that the nouns *kind* and *sort* are singular in their meaning and should be preceded by *this* and *that* instead of by *these* and *those*. We should say *this sort of books*, *that sort of hats*.

Complete the following sentences:

1. I do not like — sort of horses.
2. — kind of flowers — sweetest.
3. I do not admire — sort of men.
4. — sort of examples — hard.
5. Write sentences of — sort.
6. — kind of words — not used.

Exercise 8. — Avoid the use of *them, this here, and that there* as adjectives. Instead use *this, that, those, these*.

Complete these sentences:

1. I want six of — horses.
2. — weather is unusually warm.
3. — umbrella is mine.
4. Put all — cloaks away.
5. I tried to learn all — rules.
6. — roses are lovely.
7. Avoid — sort of people.

LESSON 68. — A, AN, THE

Among the limiting adjectives are *a, an, the*, which are sometimes called **articles**.

A is used before words beginning with consonants or consonant sounds.

a boy, a girl, a ewe lamb.

An is used before words beginning with vowels or with vowel sounds.

an orange, an honest man.

"A" and "an" are called *indefinite* articles because they do not refer to any particular thing.

"The" is called the *definite* article because it does refer to some particular thing.

Exercise 1. — Place the proper indefinite article before each of the following words and phrases:

orange	union suit	youthful look
basket	useful gift	intense gaze
apple	hopeful sign	honorable action
cabinet	year's work	historical work
eyeglass	honest job	earnest man
doormat	upright heart	interesting letter

Exercise 2. — Supply the articles in these sentences and give your reasons:

1. Have you ever seen — elephant?
2. I have — orange and — apple.
3. — honest man is the noblest work of God.
4. — eye for — eye.
5. — humble heart will prevent vanity.
6. — humorous story was told.
7. — upright man is always respected.
8. It was — ordinary occurrence.
9. — unusual thing happened to-day.
10. Learn the difference between — use and — abuse of books.
11. The cotton gin is — useful and — indispensable machine.
12. — ewe lamb is tenderly cared for.
13. Brutus was — honorable man.
14. We had — hourly duty to perform.
15. I will send you — hundred dollars.
16. It was — able sermon.
17. Let us make — united effort.
18. — island in — ocean is — object of joy.
19. I received — one dollar bill in payment.
20. — early fall is expected.

LESSON 69. — REVIEW QUESTIONS

What is an adjective? What is a descriptive adjective? What is a limiting adjective? What is meant by the comparison of adjectives? Name the degrees of comparison. What is the positive degree? What is the comparative degree? What is the superlative degree? How is the comparative degree formed? How is the superlative degree formed? What kind of adjectives are compared irregularly? Compare *good, bad, little, much, far*. When we compare two objects only, what degree of comparison should we use? When we compare three or more objects, what degree should we use? Mention some classes of words, or combination of words, that may be used as adjectives. Name the articles. What are the indefinite articles? Why are they so called? What is the definite article? Why is it so called? When do we use *a*? When do we use *an*?

LESSON 70.—STUDIES IN DESCRIPTION

In writing descriptions we should use words as an artist uses paint, to make a picture or an image in the mind of the reader. We should use words that accurately and vividly describe the person or thing we try to portray.

The following selections are good examples of descriptive writing. Let us study each sentence and its especial value in making the picture in our minds. Name the adjectives especially, and observe how clearly they define the idea and help us form the picture.

1. "Ichabod was a suitable figure for such a steed. He rode with short stirrups, which brought his knees nearly up to the pommel of his saddle; his sharp elbows stuck out like a grasshopper's; he carried his whip perpendicularly in his hand like a scepter; and, as his horse jogged on, the motion of his arms was not unlike the flapping of a pair of wings."

2. "It was a comfortable old room, although the carpet was faded and the furniture was plain; for a good picture or two hung on the wall, books filled the recesses, chrysanthemums and Christmas roses bloomed in the windows, and a pleasant atmosphere of home-peace pervaded it."

3. "When Washington was elected general of the army he was forty-three years of age. In stature he a little exceeded six feet; his limbs were sinewy and well proportioned; his chest broad, his figure stately, blending dignity of presence with ease of manner. His robust constitution had been tried and invigorated by his early life in the wilderness, his habit of occupation out of doors, and his rigid temperance; so that few equaled him in strength of arm or power of endurance. His complexion was florid, his hair dark brown, his head in its shape perfectly round. His broad nostrils seemed formed to give expression and escape to scornful anger. His dark blue eyes, which were deeply set, had an expression of resignation and an earnestness that was almost sad."

4. "Gradually the pall of evening descended deeper and deeper on lake and garden. The bats flew whirring past the open doors, through which the perfume of the flowers and shrubs entered with ever-increasing strength. From the water rose the croaking of the frogs; and while the moon shed a calm radiance over the whole scene, a nightingale under the window commenced her song, soon answered by another from a thicket in the garden."

5. "She was dead. No sleep so beautiful and calm, so free from trace of pain, so fair to look upon. Her couch was dressed here and there with some winter berries and green leaves gathered in a spot she had been used to favor. 'When I die, put near me something that has loved the light and had the sky above it always.' Those were her words. She was dead. Dear, gentle, patient, noble Nell was dead. Her little bird—a poor, slight thing, the pressure of a finger would have crushed—was stirring nimbly in its cage; and the strong heart of its child mistress was mute and motionless forever."

6. "A Saranac boat is one of the finest things that the skill of man has ever produced under the inspiration of the wilderness. It is a frail shell, so light that a guide can carry it on his shoulders with ease, but so dexterously fashioned that it rides the heaviest waves like a duck, and slips through the water as if by magic. You can travel in it along the shallowest rivers and across the broadest lakes, and make forty or fifty miles a day, if you have a good guide."

LESSON 71. — EXERCISES IN DESCRIPTION

We wish to write a short description in a few sentences, using well-chosen words, to give a vivid and beautiful description of some of these subjects:

A rainy day. — The steady downpour of rain had made the day dark and disagreeable. The streets were filled with water, the sidewalks were covered with mud. We were all wet, dirty, and miserable, and glad when night settled down, and we could shut out the dreary weather and forget its gloom by the light of a cheerful fireside.

In the same way write a short description of :

1. A dark cloud that threatens lightning and rain.
2. A placid lake on which you are rowing a boat.
3. A red sunset, and how it looked to you.
4. A field of grain that was ready to be cut.
5. A dark night, and how you felt coming home.
6. A great crowd, and how excited the people were.
7. A wild animal, how fierce and bloodthirsty it looked.
8. A runaway horse, and how it dashed down the street.

LESSON 72. — EXERCISES IN DESCRIPTION (*continued*)

Sometimes we wish to tell what happened on a particular occasion without explaining what kind of an occasion it was. Everybody knows what a wedding ceremony is, but one wants to know what occurred on a particular occasion. Let us write a short, vivid account, in a few words, of what happened on some of those occasions.

A wedding ceremony. — The church was beautifully decorated with palms, vines, and flowers, the organ gave forth soft strains of sweet music, while the beautiful young bride walked up to the altar by the side of her father.

1. *Recess.* — Describe the games you played, the lunch you ate, the things you saw.

2. *A house on fire.* — Describe the building, the alarm, the engines running, the fighting of the fire, the destruction.

3. *An automobile ride.* — Describe the car, the ride, the speed, the things seen on the ride, the return.

4. *A street fight.* — Describe the boys, the cause of the quarrel, the fight, the separation, the result.

A poem to study and memorize :

(A language lesson only)

THE TIDE RISING IN THE MARSHES

(From "The Marshes of Glynn")

And the sea lends large, as the marsh : lo, out of his plenty, the sea
Pours fast : full soon the time of the flood tide must be :
Look how the grace of the sea doth go.
About and about through the intricate channels that flow
 Here and there,
 Everywhere,
Till his waters have flooded the uttermost creeks and the low-lying
 lanes,
And the marsh is meshed with a million veins,
That like as with rosy and silvery essences flow
 In the rose-and-silver evening glow.
 Farewell, my lord Sun !
The creeks overflow : a thousand rivulets run
'Twixt the roots of the sod : the blades of the marsh grass stir ;
Passeth a hurrying sound of wings that westward whirl ;
Passeth, and all is still ; and the currents cease to run ;
And the sea and the marsh are one.

How still the plains of the waters be !
The tide is in his ecstasy.
The tide is at his highest height :
And it is night.

And now from the Vast of the Lord will the waters of sleep
Roll in on the souls of men,
But who will reveal to our waking ken
The forms that swim and the shapes that creep
 Under the waters of sleep ?
And I would I could know what swimmeth below when the tide
 comes in
On the length and the breadth of the marvelous marshes of Glynn.

—SIDNEY LANIER.¹

¹ From Poems of Sidney Lanier. Copyright, 1884, 1891, by Mary D. Lanier. Published by Charles Scribner's Sons.

LESSON 73.—VERBS, TRANSITIVE AND INTRANSITIVE

Cows *eat* grass.Bees *make* honey.The baby *sleeps*.The dogs *bark*.

In the above sentences name the verbs. Which of them have objects? Which have not? Some verbs require an object to complete the sense. These verbs are called transitive verbs.

A transitive verb is a verb that requires an object to complete the sense.

Some verbs do not require an object to complete the sense. These verbs are called intransitive verbs.

An intransitive verb is a verb that does not require an object to complete the sense.

The word *transitive* means passing over. In a transitive verb the thought of the action passes over to another word which is called the object. In an intransitive verb the thought does not pass over to any other word, but rests complete with the verb.

We can generally decide whether a verb is transitive by trying it. Let us take the verb *build* and ask, "*Can we build anything?*" The answer is, "*Yes, a house.*" Therefore the thought passes on to a possible object and the verb is transitive.

Let us take the verb *sleep* and ask, "*Can we sleep anything?*" and the answer is "*No.*" Therefore the thought does not pass on to a possible object, and the verb is intransitive.

The rule does not apply to such words as *be*, *seem*, *become*, etc., because no action is expressed in their case. It is only to be considered in verbs that imply some action done by the subject upon some possible object.

Exercise 1.—In the following list of verbs, which are transitive and which are intransitive?

build	sit	go	speak	study
sleep	shoot	strike	read	pour
love	dig	conquer	recite	snow
stand	write	remain	buy	shout
see	talk	hunt	sell	fight
catch	come	swim	look	dress
run	dream	bloom	learn	travel

Some verbs can be used in both ways and are transitive or intransitive according to their use in a particular sentence.

The birds fly.

The horses run.

The sun shines.

The boys fly their kites

He ran the horse up the hill.

The boy shines shoes.

Exercise 2.—In the following sentences name the transitive and intransitive verbs:

1. The beaver built a dam.
2. The industrious farmer rises early.
3. The cats caught all the mice.
4. Men may come and men may go.
5. Money can buy comforts, but cannot buy happiness.
6. The lecturer spoke for two hours.
7. Consult your purse before you consult your fancy.
8. Coming events cast their shadows before.
9. He died in defense of his country.
10. He sleeps beneath a wilderness of flowers.
11. We must walk slowly and speak quietly in the graveyard.
12. The lightning struck the tree.
13. Onward through life he goes.
14. The leaves fell and covered the ground.
15. We awoke when the sun rose and cooked our food.
16. The camel travels for many days without water.
17. I ordered dinner to be ready when the clock struck.
18. A wise man considers well before he speaks.
19. He came into the house as I was going away.

Exercise 3. — Write sentences containing each of these verbs, used first as transitive and then as intransitive verbs :

move	shoot	hide	walk	swing
stop	shake	grow	open	speak
worry	blow	awake	leave	hurt
sink	freeze	break	change	taste
play	sing	teach	bend	buy

LESSON 74. — COMPLETE AND INCOMPLETE PREDICATE

The predicate part of a sentence consists of that which is said or predicated about the subject. All predicates are made by means of verbs.

Some verbs are complete predicates without the aid of any other word, as :

John *rides*. The horse *runs*. The child *sleeps*.

Some verbs, however, are incomplete predicates and require other words to complete the idea or the predication.

Iron *is hard*. Silver *is a metal*.

When a verb is transitive, as *see*, *bring*, *catch*, the predicate is completed by an object.

We *caught the fish*. Clouds *bring rain*.

When the verb is intransitive, as *be*, *seems*, the predicate is completed by a word or words that describe the subject. These completing words are called the **complement**.

1. An adjective complement. 2. A noun complement.

The grass *is green*.

The child *was an orphan*.

The man *seemed sad*.

Cotton *is king*.

NOTE. After such intransitive verbs as *be*, *seem*, *look*, *appear*, *feel*, *taste*, etc., the adjective complement describes the subject, and the noun complement is in the same case as the subject.

When two or more words are used in the predicate referring to one subject, they form a **compound predicate**.

Henry *sings* in the choir and *plays* the organ.

We *went* fishing and *caught* some trout.

The horse *reared* and *kicked* and *plunged*.

Exercise. — In the following sentences name the predicates, and tell how each is completed:

- | | |
|---|---------------------------------|
| 1. James is my brother. | 7. The Sahara is a desert. |
| 2. The cows give milk. | 8. The fishermen sailed away. |
| 3. The child is ill. | 9. How white is the snow! |
| 4. The leaves are all dead. | 10. The weary women looked sad. |
| 5. You look so tired. | 11. The ocean was stormy. |
| 6. The boat seemed very old. | 12. Bright was the day. |
| 13. Sugar looks white and tastes sweet. | |
| 14. How beautiful she seems to-night! | |
| 15. James K. Polk was President of the United States. | |
| 16. We caught the rabbit and then cooked it. | |
| 17. Gold is a very precious metal. | |
| 18. Cold weather brings winter sports. | |
| 19. George Peabody was a poor boy. | |
| 20. We laughed and cried by turns. | |

LESSON 75. — EXERCISES ON COMPLETE PREDICATE

Exercise 1. — Fill the blanks with verbs of complete predication:

- | | | |
|-----------------|-------------------|--------------------|
| 1. The bird —. | 5. The flowers —. | 9. My hand —. |
| 2. The glass —. | 6. The child —. | 10. The chimney —. |
| 3. My head —. | 7. The whistle —. | 11. The wagon —. |
| 4. The snow —. | 8. The dogs —. | 12. The lions —. |

Exercise 2. — Complete these predications by an object:

- | | |
|-------------------------|-------------------------------|
| 1. Fishermen catch —. | 6. Did you hear —? |
| 2. The traveler told —. | 7. Monkeys climb —. |
| 3. Did you see —? | 8. Always speak —. |
| 4. Farmers raise —. | 9. Have you learned —? |
| 5. Do not tell —. | 10. Where did you buy that —? |

Exercise 3. — Complete these predications by an adjective complement :

- | | |
|---------------------------|-------------------------|
| 1. Vinegar tastes —. | 6. The bell sounds —. |
| 2. The weather appears —. | 7. Glass feels —. |
| 3. The tree grew —. | 8. You are —. |
| 4. Flowers smell —. | 9. She seemed —. |
| 5. I became —. | 10. The bride looked —. |

Exercise 4. — Complete these predications by a noun complement :

- | | |
|-----------------------|-------------------------------------|
| 1. Tadpoles become —. | 7. Nashville is the — of Tennessee. |
| 2. He remained —. | 8. The earth is a —. |
| 3. New York is a —. | 9. A desert is a —. |
| 4. Whittier was —. | 10. Ice is a —. |
| 5. Mexico is a —. | 11. Dewey became —. |
| 6. The horse is an —. | 12. Andrew Jackson was —. |

Exercise 5. — Make sentences, using the following nouns and adjectives as complements :

governor	difficult	winter	frozen
useful	general	fruitful	roses
rider	interesting	city	fierce
splendid	country	pleasant	sparrows

LESSON 76. — VOICE OF VERBS

To verbs belong *voice*, *mode*, *tense*, *person*, and *number*. We shall study these in their order.

Voice is that form of the verb which shows whether the subject is acting or is acted upon.

There are two voices : *active* and *passive*.

The *active voice* is that form of the verb which shows that the subject is acting.

In these sentences the verbs are in the active voice :

Paul *cuts* the wood.
Birds *eat* worms.

William *studies* geography.
Cats *catch* mice.

The *passive voice* is that form of the verb which shows that the subject is acted upon.

It is expressed by some form of *to be* used with the verb. In these sentences the verbs are in the passive voice:

The wood *is cut* by Paul.

The lessons *are studied*.

The worms *are eaten* by the birds.

The mice *were caught* by the cat.

NOTE. Intransitive verbs do not have a passive voice.

Exercise 1. — In the following sentences name the verbs and their voices:

1. Rome was burned by Nero.
2. The French settled in Canada.
3. You will find your hat where it was left.
4. The soldiers fired a parting shot.
5. He reported that many had been hurt.
6. The cotton gin was invented by Eli Whitney.
7. Columbus believed the world was round.
8. The French were defeated at Waterloo.
9. The storm raged all night and the ships were wrecked.
10. Carthage must be destroyed.
11. Charity covers a multitude of sins.
12. No one knows what an hour may bring forth.
13. All good books should be read slowly.
14. The soldiers sang as they marched into battle.
15. The birds sing sweetly as they build their nests.
16. Pompeii was buried under ashes from Vesuvius.
17. The bell rang as we passed the church.
18. Heaven is not reached at a single bound.

Exercise 2. — Change the verbs in these sentences to the passive voice:

1. Cæsar fought many battles.
2. I have read all your books.
3. The volcano destroyed many towns.
4. The rain ruined the crops in our neighborhood.

5. Byron wrote "Childe Harold."
6. The barbarians destroyed Rome.
7. The home team defeated the visitors.
8. We killed ten birds to-day.
9. The fishermen caught a boat load of fish.
10. The waves tossed the ship.
11. The cats caught all the mice.
12. We raise vegetables in our garden.
13. The tailor made our clothes.
14. An earthquake shook the town.

Exercise 3. — Write sentences, using these verbs first in the active voice and then in the passive voice:

see, cut, hurt, ring, read, shoot, bury, teach.

LESSON 77. — MODE OF VERBS

Charles *studies* his lessons.

Do you *study*?

If Charles *studies* his lessons well, he will learn.

Charles, *study* your lesson.

Let us observe the above sentences. In the first sentence we find merely a statement of a fact, and in the second, a question. In the third sentence we find a condition expressed by the word *if*. In the fourth sentence a command is given. These are different ways of using a verb, and illustrate what is called the mode of verbs. *Mode* means *manner*.

Mode is the manner in which the action or state of being is expressed by the verb.

There are three modes: the indicative, the subjunctive, and the imperative.

The *indicative mode* declares a thing to be a fact or asks a question.

I am going to town.

He *recites* well.

Where *do* you *live*?

Has he *come* home?

The *subjunctive mode* expresses doubt, wish, condition, or supposition.

If is the sign of the subjunctive mode, though frequently *though, except, lest, unless*, or words of that nature are used.

If I *were* rich, I would give more.

Would you could go!

May you be happy!

I will stay if you *wish* it.

Let justice be done though the heavens *fall*.

If is used with the indicative mode when there is no doubt expressed, as *If the sun rises, I will be there*, meaning that as sure as the sun rises, etc. Here, instead of doubt, a certainty is expressed. If we say *If the train arrive on time, I will be there*, a doubt is expressed, and the subjunctive mode is used. Note that in the indicative form the third person singular number of the present tense ends in *s*, as *he loves, she writes, it grows*. In the subjunctive form the *s* is omitted.

INDICATIVE MODE

He loves

She writes

It grows

He eats

She speaks

It blooms

SUBJUNCTIVE MODE

If he love

If she write

If it grow

If he eat

If she speak

If it bloom

Also observe carefully the following changes in the form of the verb *to be*.

INDICATIVE MODE

I am

He is

We are

You are

They are

I was

He was

SUBJUNCTIVE MODE

If I be

If he be

If we be

If you be

If they be

If I were

If he were

The condition, expressed in the ordinary English sentences, grammatically demands a subjunctive form, but custom has established the use of the indicative form in such sentences as the following, where the condition is strongly probable. For example: "If we *are* seen together (and we probably will be), there will be trouble."

1. If he *is* at home, leave the note.
2. If anybody *calls*, let me know.
3. If I *am* invited, I shall go.
4. If he *is* there, I shall not stay.
5. If they *are* going, I am not.
6. If she *is* at the store, pay her this bill.
7. If we *are* going, let us go.
8. If you *are* going with me, come on.

Exercise 1.—In the following sentences name the verbs, and tell whether they have the indicative or the subjunctive form:

1. If you be quiet, I shall tell you.
2. I shall not go unless you go with me.
3. I shall drown unless you help me.
4. If I go now, I will probably find him.
5. If thou be the Son of God, cast thyself down.
6. Though he slay me, yet will I trust him.
7. Charlie will behave if you set him a good example.
8. Except ye repent ye shall all likewise perish.
9. Unless you study hard you will never learn.
10. Were it possible, they shall deceive the very elect.
11. A single acorn, if it be alive, will expand into the oak.

Exercise 2.—Write sentences, using these verbs in the indicative mode:

am, go, come, behave, travel, dwell, eat, see, saw, have, are.

Write sentences, using these verbs in the subjunctive mode:

fall	stay	lone	see	conquer
object	climb	slay	die	work

The auxiliary (*aiding*) verbs, *may*, *can*, *must*, *might*, *could*, *would*, *should*, are frequently used in verb phrases to express power, liberty, or duty.

I *must* study at home.

The horse *can* run.

You *may* go.

The ox *can* draw heavy loads.

Such verb phrases as *must study*, *may go*, etc., are sometimes called **potential verb phrases**.

NOTE. By some grammarians the potential verb phrases are classified as the *potential mode*, although they are indicative or subjunctive according to their use.

LESSON 78.—MODE OF VERBS (*continued*)

The *imperative mode* is used to express a command or an entreaty.

Joseph, *come* here.

William, *study* your lesson.

Close the door quietly.

Lift up your heads.

NOTE. The subject of the verb in the imperative mode is generally *you* understood. If the above sentences were written in full, they would be:

Joseph, (you) *come* here.

William, (you) *study* your lesson.

(Your) *close* the door quietly. (You) *lift* up your heads.

Exercise 1.—Name the verbs in the following sentences and classify them according to mode:

1. Take heed lest ye fall.
2. Though he lost the victory, he did not lose his honor.
3. Children, obey your parents.
4. He could foretell the weather easily.
5. Drive slowly and respect the dead.
6. If wishes were horses then beggars would ride.
7. Arise, take up thy bed and walk.
8. Come to the bridal chamber, Death.
9. He who would thrive must rise at five.
10. I could go if I wanted to.

11. Speak gently to little children.
12. If I were not Alexander, I would be Diogenes.
13. Hear me for my cause, and be silent that ye may hear.
14. You should do all you can do for others.
15. It may be a long time or it may be soon.
16. No one can tell what a day may bring forth.
17. Ring out, wild bells, to the wild sky !
18. Live purely, speak the truth, right the wrong.

Exercise 2. — In these quotations from the Bible name the verb in the imperative mode :

1. Give us this day our daily bread.
2. Agree with thine adversary quickly.
3. Love your enemies, do good to them that hate you.
4. Seek ye first the kingdom of God.
5. Remember now thy Creator in the days of thy youth.
6. Ask, and it shall be given to you.
7. Seek, and ye shall find.
8. Knock, and it shall be opened unto you.
9. Honor thy father and thy mother.
10. My son, if sinners entice thee, consent thou not.

Exercise 3. — Change these sentences into the imperative mode :

1. The children study their lessons.
2. Alfred comes home early.
3. The boys obey their father.
4. The soldier tells a story.

LESSON 79. — TENSE OF VERBS

The baby *sleeps*.

The baby *slept*.

The baby *will sleep*.

By observing these sentences we can see that the first refers to what is going on at the present time. The second sentence refers to what happened in some past time.

The third sentence refers to what will happen at some future time. This form of the verb, whether it refers to present, past, or future time, is called the *tense* of the verb. *Tense* means time.

Tense is the form of the verb that indicates the time of the action.

The division of time into present, past, and future, gives rise to three simple tenses of the verb: the present tense, the past tense, the future tense.

When the action occurs in present time, the verb is in the *present tense*.

We *love* our parents.

The horses *trot* fast.

We *live* in Chicago.

The dinner *is* ready.

When the action occurred in past time, the verb is in the *past tense*.

I *went* to town.

He *lived* in the country.

The boys *skated* on the pond.

They *had* a good time.

When the action will occur in future time, the verb is in the *future tense*.

We *shall go* home to-morrow.

All men *will die*.

They *will depart* to-night.

I *shall come* at dark.

Exercise 1.—In these sentences name the verbs and their tenses :

1. We left town this morning, but shall return to-morrow.
2. Last year we lived in New York. We live now in Boston.
3. He was caught in the rain yesterday and was sick all night.
4. Fulton invented the steamboat.
5. The boat will sail at daybreak. We are ready to leave.
6. The waters covered the earth. It rained all night.
7. The train arrived at six o'clock. It was very late.
8. We shall starve unless some one will feed us.
9. Shakespeare wrote many plays. He was a great poet.
10. When shall we three meet again?

Exercise 2. — Write two sentences containing a verb in the past tense. Write two sentences containing a verb in the present tense. Write two sentences containing a verb in the future tense.

Exercise 3. — Change the verbs in these sentences to other tenses :

1. The farmer plows the ground.
2. The boy sailed his boat.
3. The rain fell and the wind blew.
4. The flowers will bloom in the spring.
5. I live in New Orleans.
6. The circus came to town yesterday.
7. The cold weather will return.
8. We shall have snow.

LESSON 80. — MORE ABOUT TENSES

In addition to the three simple tenses, there are also tenses which refer to the action as completed or perfect in past, present, or future time. The sentence *I have finished my lessons* means that the action is completed or perfect in present time. *I had finished my lessons* means that the action was completed in some past time. *I will have finished my lessons* means that the action will have been completed in some future time. This gives rise to three perfect tenses: the present perfect, the past perfect, and the future perfect.

The perfect tenses use *have* or *had* to indicate the completed action.

Thus we have six tenses: three simple tenses, and three perfect tenses.

When the action is completed in present time, the verb is in the *present perfect tense*.

I have done all that I intend to do.

The guests *have entered* the house.

When the action was completed in a certain past time, the verb is in the *past perfect tense*.

I had finished my dinner when he called.
The king *had passed* before we arrived.

When the action will have been completed by a certain future time, the verb is in the *future perfect tense*.

The house *will have burned* by that time.
He *will have gone* unless you call before dark.

It is well to bear in mind these rules :

1. *Have* is used to form the present perfect tense.
2. *Had* is used to form the past perfect tense.
3. *Will have* or *shall have* is used to form the future perfect tense.

Exercise.—In these sentences name the verbs and their tenses :

1. I have done all that becomes a man.
2. We had slept an hour before dinner.
3. You will have heard of me by this time next year.
4. I have fought a good fight. I have kept the faith.
5. The battle will have occurred before we arrive.
6. I had often heard of his singing.
7. I have received an answer to my letter.
8. We had spent all our money before we left.
9. The custom had fallen into disuse.
10. We have engaged rooms at the hotel.
11. The pitcher had gone too often to the well.

LESSON 81.—PROGRESSIVE FORM OF TENSES

There are other ways of expressing the time of the action besides those we have studied. In the sentence *I am writing a letter* the action is expressed by *am writing*, and refers to present time. In the sentence *I was writing a letter* the action is expressed by *was writing*, and refers

to past time. In the sentence *I will be writing a letter* the action is expressed by *will be writing*, and refers to future time. This manner of expressing the time is called the progressive form of the past, present, and future tense.

The *progressive form* of the tenses indicates the action as going on at the time referred to.

When we say *Birds fly*, we may mean that they are in the habit of flying, not that they are flying *now*; the time is *indefinite*. When, however, we say *Birds are flying*, we mean that they are flying *now*. Hence the progressive forms denote *definite* time.

PROGRESSIVE FORMS

PRESENT

I am walking.

PRESENT PERFECT

I have been walking.

PAST

He was running.

PAST PERFECT

He had been running.

FUTURE

The men will be acting.

FUTURE PERFECT

The men will have been acting.

Exercise 1.— In these sentences name the verbs and their tenses:

1. As I was going to St. Ives, I met a man with seven wives.
2. I am working hard all day.
3. The horse was running away.
4. I am not feeling well.
5. I shall be feeling better to-morrow.
6. The boys were skating when the ice broke.
7. The soldiers will be marching by daybreak.
8. At noon yesterday we were crossing the mountain.
9. I am going a milking, sir, she said.
10. The stars were shining as we were going home.
11. The day is breaking; the sun will soon be rising.

12. I had not been listening, hence I had not heard.
13. Where were you going last night?
14. The moon was shining brightly.
15. The birds have been singing sweetly.
16. The flowers were blooming profusely.

Exercise 2. — Change these sentences into the progressive form of the verb:

1. As I went to town I met a man.
2. The girls played games at recess.
3. The night will come soon.
4. At daybreak we will start.
5. The guns roared all day.
6. I study hard these days.
7. The boys hunted and fished all this week.
8. When will you go to New York?

LESSON 82. — EMPHATIC FORM OF TENSES

In the sentence *I do love my mother*, the action is expressed by *do love*, and refers to present time. In the sentence *I did tell him to come*, the action is expressed by *did tell*, and refers to past time. This manner of expressing action is called the emphatic form of the present and past tenses.

The *emphatic form* of the present and past tenses is used to express a strong emphasis of the action.

Present tense, emphatic form:

I do insist upon it.

They do dislike to work.

We do not want to go.

You do not tell the truth.

Past tense, emphatic form:

I did say so.

I did give you the money.

We did not eat a thing.

You did tell me that.

The progressive and emphatic forms of the verb are used also to ask questions in the present and past tenses.

Do you like to go to the opera?

Are you *going* to New York?

Do and *did* are often used in negative sentences and in poetry without any emphatic force.

I *do* not believe it.

Conscience *does* make cowards of us all.

Exercise 1.—In these sentences name the verbs and their tenses:

1. They did not come yesterday, because they did not want to.
2. When will you be coming to my house?
3. I do not promise you anything. I do not think it wise.
4. Did you ever see such a child?
5. Are the crops growing well in your State?
6. Do you know where the station is?
7. Did you hear what I was saying?
8. To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears.

Exercise 2.—Change these sentences into emphatic or progressive forms of the verb:

1. Where go you, my friend?
2. Why carry you so great a burden?
3. Whence came you, and why look you so weary?
4. I like not so grave a countenance.
5. You travel a heavy road and go a long way.

LESSON 83.—CORRECT USE OF TENSES

It is very necessary for us to have in mind the present, past, and perfect tense forms of certain verbs that are often misused. The following is a list of the most important, and should be learned:

PRESENT	PAST	PERFECT
I begin	I began	I have begun
I burst	I burst	I have burst
I come	I came	I have come
I dive	I dived	I have dived
I do	I did	I have done
I drink	I drank	I have drunk
I eat	I ate	I have eaten
I get	I got	I have got
I go	I went	I have gone
I lay	I laid	I have laid
I lie	I lay	I have lain
I ride	I rode	I have ridden
I ring	I rang	I have rung
I rise	I rose	I have risen
I run	I ran	I have run
I see	I saw	I have seen
I set	I set	I have set
I sing	I sang	I have sung
I sit	I sat	I have sat
I take	I took	I have taken
I throw	I threw	I have thrown
I write	I wrote	I have written

CAUTION. It is wrong to say *I seen, I done, I taken*. It is wrong to say *I have came, I have went*. We should carefully study the correct forms and practice the use of them in our speech and writing.

Exercise. — Complete the following sentences:

1. We — in last night.
2. I — him when he — it.
3. He — too much water.
4. We — our dinner early.
5. He has — to town.
6. The bell has —.
7. The boys — all the way to school.
8. Did you say you — him yesterday?
9. The man — a funny song.
10. We — down on the front seats.

11. He — his books home.
12. Where has he — his horse?
13. The lady has — all the song.
14. All of us — down to dinner.
15. We — vegetables.
16. I have never — so funny a sight.
17. The boys have — their guns away.
18. Where have you —?
19. What made you — so soon?
20. Come in and — down.
21. The pipe — in the freeze.
22. The boys — into the deep pool.
23. Why have you — that?
24. We all have — too much coffee.
25. I have — my lessons for to-day.
26. I — down on the straw.
27. The hen has — three eggs.
28. I have — ten miles to-day.
29. I — two songs for them.
30. The sun has — and we must go.
31. When I — down to eat I — my knife and — my dinner.
32. He — a rock at me.
33. Have you — your letters? No, I — only two of them.

REMEMBER TO SAY:

I saw, or I have seen

I did, or I have done

I took, or I have taken

REMEMBER NOT TO SAY:

I seen

I done

I taken

LESSON 84. — PERSON AND NUMBER

We have seen in our study of nouns and pronouns that they have three persons: *first*, *second*, and *third*.

We have seen also that they have two numbers: *singular* and *plural*.

Verbs likewise have three persons, *first*, *second*, and *third*, to agree with the nouns or pronouns which govern them.

Verbs also have two numbers, *singular* and *plural*, to agree with the nouns or pronouns which govern them.

A verb is in the *first person*, when its subject is speaking.

I am writing.

We will go home.

A verb is in the *second person*, when its subject is spoken to.

Thou knowest I love thee.

You are very late.

A verb is in the *third person*, when its subject is spoken of.

He goes to school.

They have left the house.

A verb is in the *singular number*, when the subject means but one.

The boy loves his dog.

The horse is a noble animal.

A verb is in the *plural number*, when the subject means more than one.

Boys love their dogs.

Horses are noble animals.

RULE. — A verb agrees with its *subject* in *person* and *number*.

Exercise 1. — In the following sentences name the verbs and tell their person and number:

1. The birds fly south in the winter time.
2. The sun rises early in the summer.
3. I love to hear good music.
4. We came home before dark.
5. She does all that you ask her to do.
6. They sing the old songs of home.
7. My brother and I work in the same store.
8. You are a good boy.
9. John and James love to hunt and fish.
10. You and William live in the same house.

Exercise 2. — Write a sentence containing a verb in the first person and singular number; in the third person and plural number; in the second person and plural number; in the third person and singular number; in the first person and plural number; in the second person and singular number.

LESSON 85. — INFINITIVES

The *infinitive* is the simple form of the verb, unlimited by person or number.

The word *to* is the sign of the infinitive.

The following verb forms are infinitive:

to love to have loved to be loving to be loved to have been loved

NOTE. Infinitive means *unlimited*. No matter how many sentences we may have in which an infinitive occurs, it never changes its form. It remains the same for all persons and for all numbers.

An infinitive may be used: —

1. As the subject of a sentence.

To steal brings one to disgrace.

2. As the object of a verb.

I wanted *to read* the book.

3. As the object of a preposition.

I fear nothing on earth except *to do* wrong.

4. As a predicate nominative.

My purpose was *to return* before dark.

5. As an adjective.

The wanderer had no place *to sleep*.

6. As an adverb.

He was ready *to start*.

An infinitive may depend upon a noun in the objective case.

I begged him *to sing*.

The master told the pupils *to go* home.

I had expected them *to have gone* before I arrived.

In some sentences the word *to* is omitted before the verb and must be understood.

He hears the parson *pray* and *preach*.

We saw the men *shoot* the deer.

He bade me *go* at once.

Exercise 1. — Name the infinitives and their uses in the following sentences :

1. He was too proud to beg and too honest to steal.
2. To hunt and to fish bring health and pleasure.
3. I love to hear the robin sing.
4. The business of a cobbler is to make shoes.
5. The king was prepared to leave for the war.
6. I offered him bread to eat and water to drink.
7. I told the children to retire early.
8. To pay attention is to learn easily.
9. He began to compliment and I began to grin.
10. I begged the queen to grant us this favor.
11. To strive hard is generally to succeed well.
12. We saw the soldiers fire and heard the guns roar.
13. I felt him touch my hand.
14. To see the sun rise on the mountain is glorious.
15. To feel the breezes blow is refreshing.
16. I love to hear the dogs bark.
17. To see her is to love her.
18. 'Tis better to have loved and lost
Than never to have loved at all.

Exercise 2. — Write sentences to illustrate the infinitive used:—

1. As the subject of a sentence.
2. As the object of a sentence.
3. As the object of a preposition.
4. As a predicate nominative.
5. As an adjective.
6. As an adverb.
7. As depending upon a noun in the objective case.

LESSON 86. — PARTICIPLES

Horses *pulling* heavy loads should not be hurried.

In this sentence the word *pulling* indicates action and is followed by an object, *heavy loads*. It also describes *horses*, for it tells what horses should not be hurried. Therefore we see the word *pulling* is partly verb because it expresses action and partly adjective because it describes a noun.

Driven too rapidly, the automobile was upset.

In this sentence the word *driven* indicates action and is also modified by an adverb. To this extent it is a verb. It is also attached to the word *automobile* to describe it. To this extent it is an adjective. Words of this sort which are derived from verbs and express action, but are used as adjectives, are called participles.

A *participle* is a word derived from a verb and used as an adjective.

There are three kinds of participles: the present participle, the past participle, the perfect participle.

The *present participle* indicates the action as going on. It ends in *ing*. It is used in the progressive form of verb tenses.

running	seeing	hunting	fishing
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The *past participle* indicates the action as completed or finished.

loved	heard	seen	taught
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In most verbs the past participle is formed by adding *d* or *ed*. These verbs are called **regular verbs**. The past participle is used with *have* or *had* to form the perfect tenses of the verb, as, *I have loved*, *I had recited*.

fish — fished	die — died	hunt — hunted
part — parted	rain — rained	form — formed

In some verbs the past participle is formed by changes in the word form or by various endings. These verbs are called **irregular verbs**.

see — seen	do — done	say — said
catch — caught	drink — drunk	shoot — shot

NOTE. For a list of the irregular verbs see pages 240–242.

The *perfect participle* indicates the action as completed in some past time. It is formed by the use of the word *having*.

having caught	having done	having lived
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The three forms of the participle may be illustrated as follows :

PRES. PART.	PAST PART.	PERF. PART.
seeing	seen	having seen
doing	done	having done
loving	loved	having loved

NOTE. The passive participles are formed by the use of the words *being* and *having been*, as, *being loved*, *having been loved*, *being seen*, *having been seen*.

Exercise 1. — In these sentences name the present participles :

1. Boys flying kites haul in their white-winged birds.
2. The men awaiting their supper stood around the fire.
3. The deer hearing a noise threw up their heads.
4. The sun warming the earth makes the seed sprout.
5. A boy doing his best should not be scolded.
6. Toiling, rejoicing, sorrowing, onward through life he goes.

Exercise 2. — In these sentences name the past participles :

1. Lincoln was a man admired and respected by all.
2. The river, swollen by heavy rains, was impassable.
3. The thief, caught in the act, was convicted.
4. The regiment recoiled, broken and defeated.
5. The trees fallen across the road blocked our way.

Exercise 3. — Name the perfect participles :

1. Having caught the hare, we proceeded to cook it.
2. Having exhausted the argument, let us stand by our guns.
3. The wind having subsided, the weather was better.
4. Having eaten our breakfast, we continued our journey.

Exercise 4. — Which of these verbs are regular and which are irregular? Make sentences to show how the past participles are formed and used with *have* and *had*.

change	break	speak	cook	live	write
wash	burst	burn	choose	shake	pay
spend	come	build	kneel	study	stand
say	take	stay	fight	learn	form

LESSON 87.—OTHER PARTICIPIAL FORMS

We have many words that are participial only in their *form* and are used in other ways than for description.

1. Fluent *talking* is an accomplishment.
2. *Talking* fluently is an accomplishment.
3. *Talking* is an accomplishment.
4. He was arrested for *stealing* money.

How are the italicized words used? Words of this sort derived from verbs but used as nouns are called **verbal nouns**, or sometimes **gerunds**.¹

¹ Many grammarians make a distinction between the verbal noun and the gerund. A verbal noun is more purely a noun and may be modified by an adjective, as *talking* in (1) modified by the adjective *fluent*. We could here substitute the noun *conversation* without altering the sense. The **gerund** (sometimes called an infinitive in *ing*) has more verbal force. It may be modified by an adverb as in (2), where the gerund *talking* is modified by the adverb *fluently*, and may take an object as in (4), where the gerund *stealing* takes the object *money*. In (2) *to talk fluently* would convey the same sense as *talking fluently*. In (3), where *talking* is unmodified, it may be either a verbal noun or a gerund according to its interpretation as *conversation* or *to talk*.

A charming scene was displayed.

A rolling stone gathers no moss.

A wounded bird fell at our feet.

Fallen trees covered the pathway.

In these sentences what words have only the *form* of participles? How are they used?

Words of this sort having the form of participles and used as pure adjectives are called **participial adjectives**. They are not pure participles because they have lost their verbal force. They are altogether adjectives because they are descriptive, but they are adjectives with a participial form.

NOTE. A great many participial adjectives have lost their original verbal force. For instance, such words as *charming, learned, interesting, blessed, accomplished, drunken, amazing, aged*, while of participial form, are now pure adjectives and must be considered as such.

Seeing the multitude, he went up into a mountain.

Truth crushed to earth will rise again.

Having heard the sad news he was quite overcome.

In the above sentences what words constitute the phrases? By what words are these phrases introduced? A phrase introduced by participles is called a **participial phrase**.

NOTE. A participial phrase may be used as an adjective, as in the sentence, *A lion wounded unto death is still to be feared*. It may also introduce a sentence by loose construction, as, *Not knowing what else to do, I stayed indoors*.

We also find words having the participial form used as adverbs in such sentences as the following :

The water is *boiling* hot. He came *leaping and rejoicing*.

The weather is *freezing* cold. His story was *passing* strange.

Exercise 1. — In these sentences supply verbal nouns:

- | | |
|-----------------------------|------------------------------|
| 1. — is believing. | 6. I heard the —. |
| 2. The loud — disturbed me. | 7. The — was widespread. |
| 3. I dislike —. | 8. The teeth are used for —. |
| 4. — is essential to life. | 9. Be careful in —. |
| 5. — is good exercise. | 10. He saw the —. |

Exercise 2. — To these words add pure adjectives participial in form:

— windows	— chickens	— hopes
— stars	— cataracts	— friends
— furnaces	— sun	— tide
— chimneys	— light	— wind
— story	— performer	— man
— account	— view	— discourse

Exercise 3. — In these sentences supply participial phrases and tell how each is used:

1. — — we departed.
2. — — he opened the window.
3. — — the boy ran to her aid.
4. The tiger — rushed upon the men.
5. The ship — was almost a wreck.
6. The enemy — retreated.

Exercise 4. — Write sentences or short stories, introducing into each the following participles, used as adjectives or in phrases:

EXAMPLE. The wanderers, *wearied* by long travel and *exhausted* by hunger, lay down with *aching* limbs and almost *broken* hearts.

1. A field of wheat — using the words *ripened*, *gathered*, *threshed*, *sacked*, and *stored*.

2. A cavalry charge — using the words *rearing*, *plunging*, *shouting*, *wounded*, *groaning*.

3. Lost at sea — using the words *abandoned*, *lost*, *tossed*, *despairing*, *rescued*.

4. A great storm — using the words *deafening*, *crashing*, *scattered*, *uprooted*, *frightened*.

LESSON 88.—AUXILIARY VERBS

We have seen in our study that it takes more than one word to express certain tenses, modes, and other forms of the verb. We use *have* and *had* to form the perfect and past perfect tenses. We use *shall* and *will* to form the future tenses. We have used other words in the same way. These words which we have used to make different forms of the verb are themselves verbs, and when used in this way are called auxiliary verbs. *Auxiliary* means *aiding*.

An *auxiliary verb* is a verb used to express certain forms of other verbs.

The auxiliary verbs are *have*, *shall*, *will*, *can*, *may*, *must*, *be*, *do*.

Have and *had* are used to form the perfect and past perfect tenses.

I *have* loved.

We *had* heard.

Shall and *will* are used to form the future tense.

I *shall* remain.

He *will* go.

May, *can*, *must*, *might*, *could*, *would*, *should*, are used in potential verb phrases.

You *may* recite.

He *could* jump.

Am, *is*, *are*, *were*, *been*, are forms of the verb *to be*, and are used to form the passive voice, as well as the progressive form of the active voice.

I *am* loved.

We *have been* hurt.

He *is* walking.

They *were* singing.

Do and *did* are used in the emphatic forms of the active voice.

I *do* think so.

You *did* not come.

Exercise 1.—Name the auxiliary verbs:

1. He was swimming. We were rowing in a boat.
2. They must go at once. You may remain.
3. You have escaped injury. I am wounded.
4. We have studied. All our lessons have been learned.
5. You should be careful. You might be drowned.
6. They could not go. They had not finished their tasks.
7. You must stay here. You shall not leave the room.
8. My father is beloved by all. He is traveling.
9. You do not speak loud enough. Why did you laugh?
10. Why did you do that? You might have been thrown.

Exercise 2.—Write sentences using an auxiliary verb with these verbs :

read	travel	boil	catch	paint	sell
fish	strike	wait	crush	arrest	rejoice

Exercise 3.—Use these auxiliaries in sentences :

could	should	were	might	had	do
shall	did	be	may	am	can
would	was	must	have	was	will

LESSON 89.—EXERCISES ON MODIFIERS OF VERBS**Exercise 1.**—Enlarge these sentences by adding adverbs to the verb:

1. If we work, we rest.
2. Men who live will die.
3. They worked all day.
4. The battle raged.
5. The winds howled around the house.
6. The frightened horse dashed up the street.

Exercise 2.—Enlarge these sentences by adding infinitive modifiers to the verb:

1. A few came but many staid —.
2. All the strikers returned —.

3. The very heavens seemed —.
4. The stars appeared —.
5. Everybody rushed —.
6. Crowds remained —.
7. Nobody seemed —.

Exercise 3. — Complete these sentences by adding phrases to modify the verb:

1. The children work —.
2. We should always sleep —.
3. We should take exercise —.
4. We should go —.
5. Let us work —.
6. Our friends were —.
7. The ladies were shown —.
8. The snow fell —.

Exercise 4. — Enlarge these sentences by adding clauses to modify the verb:

1. We ate heartily —.
2. We caught several fish —.
3. The orator began —.
4. The guns were fixed —.
5. The game started —.
6. The birds flew —.
7. The flowers peep out of the ground —.
8. The train left —.

Exercise 5. — Complete these sentences by adding modifying words to the verb. Make each sentence as complete as possible.

1. An old decrepit man lives — — —.
2. Daniel Webster, the statesman, spoke — — —.
3. The two great battleships fought — — —.
4. The indignant elephant trumpeted — — —.
5. The Pennsylvania coal miners work — — —.
6. The noisy newspaper carriers were crying — — —.

7. The quarrelsome jay birds were chattering — — —.
8. Monkeys of every sort and size climbed — — —.
9. The storm, which had threatened all day, broke — — —.
10. The play, to which we had been invited, began — — —.
11. The buffalo in the park were seen — — —.
12. A great crowd of people commenced — — —.

Exercise 6. — Using these simple sentences as bases, expand each sentence by adding modifying words to the subject and to the predicate verb. Make each sentence as long as you can.

- | | |
|---------------------------|----------------------------|
| 1. Moles live. | 10. Jefferson Davis spoke. |
| 2. The gate flew open. | 11. The assassin fired. |
| 3. The crowd shouted. | 12. The river froze. |
| 4. Mr. Green was better. | 13. The children run. |
| 5. The raindrops glisten. | 14. The earth trembled. |
| 6. The old man totters. | 15. The mist rose. |
| 7. Monkeys chatter. | 16. Evangeline passed. |
| 8. The oxen drink. | 17. The oarsman arose. |
| 9. Napoleon led. | 18. The moss drooped. |

LESSON 90.—EXERCISES ON THE USE OF VERBS

Exercise 1. — Complete the following sentences by using transitive verbs, and an object to each, as, *Ants teach industry* :

- | | |
|-------------------------|--------------------------|
| 1. Henry Hudson — — —. | 8. The Huguenots — — —. |
| 2. Eli Whitney — — —. | 9. Pocahontas — — —. |
| 3. Morse — — —. | 10. The Esquimaux — — —. |
| 4. De Soto — — —. | 11. Queen Anne — — —. |
| 5. Magellan — — —. | 12. Napoleon — — —. |
| 6. Beethoven — — —. | 13. Wellington — — —. |
| 7. The Egyptians — — —. | 14. Cornwallis — — —. |

Exercise 2. — Complete the following sentences, using intransitive verbs and an adverb, as, *The baby sleeps soundly* :

- | | |
|-----------------------|-----------------------|
| 1. The boys — — —. | 9. The sun — — —. |
| 2. The train — — —. | 10. The birds — — —. |
| 3. The wind — — —. | 11. The horses — — —. |
| 4. The snow — — —. | 12. My foot — — —. |
| 5. The boat — — —. | 13. The gun — — —. |
| 6. The trees — — —. | 14. The lady — — —. |
| 7. The door — — —. | 15. Does she — — —? |
| 8. The weather — — —. | 16. Are you — — —? |

Exercise 3. — Change the voice of each verb in the following sentences:

1. Napoleon crossed the Alps.
2. Cæsar was slain by Brutus.
3. Camels cross the desert.
4. Elephants carry heavy burdens.
5. Egypt is fertilized by the Nile.
6. The President shot a bear.
7. The people made him king.
8. Pottery is made by the Indians.
9. Gold was found by the miners.
10. The vessel was destroyed by the gale.
11. The horse was caught by the boys.
12. Savannah was captured by the British.
13. Love keeps out the cold better than a cloak.
14. He closed his store at six o'clock.
15. We cooked and ate our dinner in silence.
16. Everybody spoke his name at once.
17. The dreams of life are dispelled by death.
18. The good hate sin because they love virtue.
19. God made the country, but man made the town.
20. Charity covers a multitude of faults.

Exercise 4. — In the following sentences tell whether the verbs are in the indicative or the subjunctive mode:

1. If God reigns, justice will be done.
2. One should do his duty, no matter how hard it be.
3. If it rains to-morrow, I cannot go riding.
4. If he is poor, he is honest.

5. If he was there, I did not see him.
6. If he were present now, he would tell you.
7. Were it possible I would do it for you.
8. If he is at the store, give him the money.
9. If she is at home, give her this note.
10. If he asks for me, tell him to come in.
11. If I were you, I would not speak to him.
12. Had I been in your place I would not have gone.
13. Were I in his place I should feel uncomfortable.

Exercise 5. — Use a potential verb phrase in place of the verbs in these sentences :

- | | |
|---------------------------------|---------------------------------|
| 1. It will rain to-night. | 9. Do you read French ? |
| 2. He is doing his work. | 10. Does she play the piano ? |
| 3. Children obey their parents. | 11. Do you work your examples ? |
| 4. Every boy has a boat. | 12. Are you going ? |
| 5. You are happy. | 13. Am I going ? |
| 6. He is ashamed of himself. | 14. Is she playing tennis ? |
| 7. You do your work well. | 15. Are you playing golf ? |
| 8. You are going home now. | 16. Do you swim ? |

LESSON 91. — EXERCISES ON THE USE OF VERBS

Exercise 1. — Change the verbs in these sentences into the imperative mode :

1. If you keep my commandments, you will live.
2. If you get wisdom, you will get happiness.
3. You should not live here alone.
4. You should not entreat me to leave thee.
5. You should give us a two weeks' holiday.
6. You must work or you will starve.
7. You must take exercise or you will be ill.
8. If you ride a horse, you will be benefited.
9. You must come to see me sometimes.
10. You should not touch or taste any unclean thing.
11. You should stand in the presence of ladies until they are seated.

Exercise 2. — Use the following infinitives as subjects :

to skate	to swim	to hunt	to shoot	to cry
to laugh	to sleep	to run	to sing	to yawn

Exercise 3. — Use the following infinitives as objects of verbs :

to read	to fly	to run away	to catch	to begin
to end	to drink	to sew	to write	to continue

Exercise 4. — Change the verbs in these sentences to the past tense, and also to the present perfect tense, as, *I see a bird, I saw a bird, I have seen a bird.*

1. I eat cornbread.
2. Joe sees his father.
3. The bird wakes me in the morning.
4. The people begin to move.
5. We sit in the front seats.
6. Mary comes in and takes her seat.
7. She lays her hat aside.
8. The horse runs straight for the stable.
9. The duck flies away.
10. The tired men eat their supper.
11. The boys set the box down on the floor.
12. We dive into the river.
13. Thomas writes home every week.
14. Who steals my purse?
15. I see two birds in the tree.
16. He does his work well.
17. Mary takes her books to school.
18. The boys go to church regularly.
19. We sit by the fire.
20. The dog lies on the mat.
21. My troubles lie heavy on my mind.
22. My brother drinks tea.
23. Everybody rides away for the day.
24. I awake at daybreak.
25. Several friends came in.
26. I get along fairly well.

Exercise 5. — Tell the person and number of the verbs in these sentences :

- | | |
|-----------------------------|--------------------------------|
| 1. I am sick. | 10. Hearest thou the bell? |
| 2. We are ready. | 11. Come quickly. |
| 3. He is present. | 12. Who said so? |
| 4. You must start. | 13. What have you there? |
| 5. Thou art the man. | 14. My child, you must behave. |
| 6. Where is my hat? | 15. Do your duty always. |
| 7. She told me the truth. | 16. She says you told her. |
| 8. They have come. | 17. It is not right. |
| 9. We have seen our father. | 18. He is a good boy. |

Exercise 6. — Add a participial phrase to each of these sentences. For example, *Having nothing else to do*, we went to sleep.

- | | |
|-------------------------------|-----------------------------------|
| 1. We ate our food. | 9. They folded their tents. |
| 2. We drank the muddy water. | 10. The boys plunged in. |
| 3. We built our fire. | 11. The flowers looked refreshed. |
| 4. The soldiers made camp. | 12. The fire was put out. |
| 5. The boys entered the tent. | 13. The lights were turned down. |
| 6. The books were laid aside. | 14. We all kept perfectly still. |
| 7. The sun came out. | 15. We held our guns ready. |
| 8. They called the dogs. | 16. The cannons ceased fire. |

LESSON 92. — REVIEW QUESTIONS

1. What is a transitive verb? What is an intransitive verb? What does the word *transitive* mean? What is meant by complement? What is a compound predicate? What is voice of a verb? How many voices are there? Name them. What is the active voice? What is the passive voice? How is the passive voice expressed? What is mode? How many modes are there? Name them. What does the indicative mode express? What does the subjunctive mode express? What words are used to indicate the subjunctive mode? What words are used to make potential verb phrases? For what is the imperative mode used? What can you say about the subject of a verb in the imperative mode? What is an infinitive? What is the sign of the infinitive? What does infinitive mean?

2. What does tense mean? What is the tense of a verb? When is a verb in the past tense? When in the present tense? When in the future tense? What are the three perfect tenses? What words are used to express the perfect tense? When is a verb in the past perfect tense? When in the present perfect? What is meant by the progressive form of the tenses? When is the emphatic form of the tenses used? What auxiliary verbs are employed? When is a verb in the first person? When in the second person? When in the third person? When is a verb in the singular number? When in the plural number?

3. What is a participle? How many kinds of participles are there? Name them. What does the present participle indicate? What does the past participle of a verb indicate? How is the past participle of many verbs formed? What are regular verbs? What are irregular verbs? What does the perfect participle represent? What is a verbal noun? What is a participial adjective? What is a participial phrase? What is an auxiliary verb? Name the auxiliary verbs. For what are *have* and *had* used? For what are *shall* and *will* used? For what are *may*, *can*, *must*, *might*, *could*, *would*, and *should* used? For what is the verb *to be* used? For what are *do* and *did* used?

LESSON 93.—EXERCISES IN COMPOSITION

We should apply our knowledge of Grammar and our powers of language, not only in speaking correctly and fluently, but also in writing accurately and abundantly. Using each of the following suggestions as topics, write a short composition, having due care to all we have studied:

1. Some suggestions about improving the school yards, with a diagram for flower beds, bushes, trees, and playground, and a list of the plants to be used.

2. Some suggestions about improving the condition and appearance of the schoolroom and how the improvements can be made.

3. Some things that should be done to beautify the town. An article for the morning papers.

4. What kind of a man I intend to be, and what business I should like to engage in and why.

5. What kind of a woman I admire, and what I should like to be when I am grown.

6. How I should like to spend my time next Saturday, what work I should do, and what pleasures I should like to have.

LESSON 94.—EXERCISES IN COMPOSITION

The following list of topics for short compositions may be used by the teacher at any time, for the purpose of stimulating thought and expression:

1. How a hunting dog acts in the field.
2. How a boy should act toward girls.
3. How a girl should act toward boys.
4. How to play the game of baseball.
5. The advantages of health over wealth.
6. Why a boy has a better time than a girl.
7. Why a girl has a better time than a boy.
8. What to do in case one's clothes catch on fire.
9. Why it is necessary to eat slowly.
10. Why a boy should stay at home at night.
11. The best way to celebrate Christmas.
12. How a camp in the woods is built.
13. The way a child should act toward his mother.
14. The advantages of living in the country.
15. The advantages of living in the city.
16. Why I am proud of my country.
17. Some things a boy or a girl should not do.
18. What care should be taken when hunting?
19. What kind of books I like to read.

A poem to study and memorize:

(A language lesson only)

THE DAFFODILS

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Outdid the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company;
I gazed and gazed, — but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude,
And then my heart with pleasure fills,
And dances with the daffodils.

—WILLIAM WORDSWORTH.

LESSON 95.—CONJUGATION OF A VERB

We have studied about the forms of the verb, and learned the meaning of voices, modes, tenses, persons, and numbers. It is now time for us to put these various

forms in their order, and set them out in proper arrangement. To do this is to arrange the verb for its conjugation.

The *conjugation* of a verb is its orderly arrangement in voices, modes, tenses, persons, and numbers.

The conjugation of a verb is also called its *inflection*. The first thing to learn of the conjugation of a verb is its principal parts, or those parts which are used in its various forms.

The principal parts of a verb are the present indicative (or present infinitive), past indicative, and past participle.

PRESENT	PAST	PAST PARTICIPLE
love	loved	loved
see	saw	seen
do	did	done
hear	heard	heard

A *defective verb* is a verb some of whose principal parts are wanting.

PRESENT	PAST	PAST PARTICIPLE
can	could	—
may	might	—
ought	—	—

LESSON 98.—CONJUGATION OF THE VERB *HAVE*

PRINCIPAL PARTS

PRESENT	PAST	PAST PARTICIPLE
Have	Had	Had

Indicative Mode

PRESENT TENSE

SINGULAR

1st PERS.	I have
2d PERS.	You have
3d PERS.	He has

PLURAL

1st PERS.	We have
2d PERS.	You have
3d PERS.	They have

SINGULAR		PAST TENSE	PLURAL	
1st	PERS.	I had	1st	PERS. We had
2d	PERS.	You had	2d	PERS. You had
3d	PERS.	He had	3d	PERS. They had

FUTURE TENSE				
1st	PERS.	I shall have	1st	PERS. We shall have
2d	PERS.	You will have	2d	PERS. You will have
3d	PERS.	He will have	3d	PERS. They will have

PRESENT PERFECT TENSE				
1st	PERS.	I have had	1st	PERS. We have had
2d	PERS.	You have had	2d	PERS. You have had
3d	PERS.	He has had	3d	PERS. They have had

PAST PERFECT TENSE				
1st	PERS.	I had had	1st	PERS. We had had
2d	PERS.	You had had	2d	PERS. You had had
3d	PERS.	He had had	3d	PERS. They had had

FUTURE PERFECT TENSE				
1st	PERS.	I shall have had	1st	PERS. We shall have had
2d	PERS.	You will have had	2d	PERS. You will have had
3d	PERS.	He will have had	3d	PERS. They will have had

Subjunctive Mode

SINGULAR		PRESENT TENSE	PLURAL	
1st	PERS.	If I have	1st	PERS. If we have
2d	PERS.	If you have	2d	PERS. If you have
3d	PERS.	If he have	3d	PERS. If they have

PAST TENSE				
1st	PERS.	If I had	1st	PERS. If we had
2d	PERS.	If you had	2d	PERS. If you had
3d	PERS.	If he had	3d	PERS. If they had

PRESENT PERFECT TENSE				
1st	PERS.	If I have had	1st	PERS. If we have had
2d	PERS.	If you have had	2d	PERS. If you have had
3d	PERS.	If he has had	3d	PERS. If they have had

PAST PERFECT TENSE	
SINGULAR	PLURAL
1st PERS. If I had had	1st PERS. If we had had
2d PERS. If you had had	2d PERS. If you had had
3d PERS. If he had had	3d PERS. If they had had

Imperative Mode

(PRESENT TENSE ONLY)

SINGULAR	PLURAL
2d PERS. Have (you)	2d PERS. Have (you)

Infinitives

PRESENT	PERFECT
To have	To have had

Participles

PRESENT	PAST	PERFECT
Having	Had	Having had

NOTE 1. The pronouns *thou* for the second person singular, and *ye* for the second person plural, are used rarely, except in poetry, formal address, and in old literature. The verb forms with *ye* in all modes and with *thou* in the subjunctive and imperative are the same as with *you*. With *thou* in the indicative they are: *thou hast*, *thou hadst*, *thou wilt have*, *thou hast had*, *thou hadst had*, *thou wilt have had*.

NOTE 2. Other words, such as *though*, *lest*, etc., may take the place of *if* in the subjunctive mode.

LESSON 97.—CONJUGATION OF *LOVE*—ACTIVE VOICE**PRINCIPAL PARTS**

PRESENT	PAST	PAST PARTICIPLE
Love	Loved	Loved

Indicative Mode**PRESENT TENSE**

SINGULAR	PLURAL
1st PERS. I love	1st PERS. We love
2d PERS. You love	2d PERS. You love
3d PERS. He loves	3d PERS. They love

PAST TENSE

SINGULAR		PLURAL	
1st PERS.	I loved	1st PERS.	We loved
2d PERS.	You loved	2d PERS.	You loved
3d PERS.	He loved	3d PERS.	They loved

FUTURE TENSE

1st PERS.	I shall love	1st PERS.	We shall love
2d PERS.	You will love	2d PERS.	You will love
3d PERS.	He will love	3d PERS.	They will love

PRESENT PERFECT TENSE

1st PERS.	I have loved	1st PERS.	We have loved
2d PERS.	You have loved	2d PERS.	You have loved
3d PERS.	He has loved	3d PERS.	They have loved

PAST PERFECT TENSE

1st PERS.	I had loved	1st PERS.	We had loved
2d PERS.	You had loved	2d PERS.	You had loved
3d PERS.	He had loved	3d PERS.	They had loved

FUTURE PERFECT TENSE

1st PERS.	I shall have loved	1st PERS.	We shall have loved
2d PERS.	You will have loved	2d PERS.	You will have loved
3d PERS.	He will have loved	3d PERS.	They will have loved

Subjunctive Mode

PRESENT TENSE

SINGULAR		PLURAL	
1st PERS.	If I love	1st PERS.	If we love
2d PERS.	If you love	2d PERS.	If you love
3d PERS.	If he love	3d PERS.	If they love

PAST TENSE

1st PERS.	If I loved	1st PERS.	If we loved
2d PERS.	If you loved	2d PERS.	If you loved
3d PERS.	If he loved.	3d PERS.	If they loved

PRESENT PERFECT TENSE

SINGULAR

PLURAL

1st PERS. If I have loved

1st PERS. If we have loved

2d PERS. If you have loved

2d PERS. If you have loved

3d PERS. If he has loved

3d PERS. If they have loved

PAST PERFECT TENSE

1st PERS. If I had loved

1st PERS. If we had loved

2d PERS. If you had loved

2d PERS. If you had loved

3d PERS. If he had loved

3d PERS. If they had loved

Imperative Mode

(PRESENT TENSE ONLY)

SINGULAR

PLURAL

2d PERS. Love (you)

Love (you)

Infinitives

PRESENT

PERFECT

To love

To have loved

Participles

PRESENT

PAST

PERFECT

Loving

Loved

Having loved

NOTE. The verb forms used with *thou* in the indicative mode are :
 thou lovest, thou lovedst, thou wilt love, thou hast loved, thou hadst
 loved, thou wilt have loved. (See Note 1, page 174.)

LESSON 98.—CONJUGATION OF THE VERB *BE*

PRINCIPAL PARTS

PRESENT

PAST

PAST PARTICIPLE

Am (infin. Be)

Was

Been

Indicative Mode

PRESENT TENSE

SINGULAR

PLURAL

1st PERS. I am

1st PERS. We are

2d PERS. You are

2d PERS. You are

3d PERS. He is

3d PERS. They are

PAST TENSE		
SINGULAR		PLURAL
1st PERS. I was		1st PERS. We were
2d PERS. You were		2d PERS. You were
3d PERS. He was		3d PERS. They were
FUTURE TENSE		
1st PERS. I shall be		1st PERS. We shall be
2d PERS. You will be		2d PERS. You will be
3d PERS. He will be		3d PERS. They will be
PRESENT PERFECT TENSE		
1st PERS. I have been		1st PERS. We have been
2d PERS. You have been		2d PERS. You have been
3d PERS. He has been		3d PERS. They have been
PAST PERFECT TENSE		
1st PERS. I had been		1st PERS. We had been
2d PERS. You had been		2d PERS. You had been
3d PERS. He had been		3d PERS. They had been
FUTURE PERFECT TENSE		
1st PERS. I shall have been		1st PERS. We shall have been
2d PERS. You will have been		2d PERS. You will have been
3d PERS. He will have been		3d PERS. They will have been

Subjunctive Mode

PRESENT TENSE		
SINGULAR		PLURAL
1st PERS. If I be		1st PERS. If we be
2d PERS. If you be		2d PERS. If you be
3d PERS. If he be		3d PERS. If they be
PAST TENSE		
1st PERS. If I were		1st PERS. If we were
2d PERS. If you were		2d PERS. If you were
3d PERS. If he were		3d PERS. If they were
PRESENT PERFECT TENSE		
1st PERS. If I have been		1st PERS. If we have been
2d PERS. If you have been		2d PERS. If you have been
3d PERS. If he has been		3d PERS. If they have been

PAST PERFECT TENSE			
SINGULAR		PLURAL	
1st PERS.	If I had been	1st PERS.	If we had been
2d PERS.	If you had been	2d PERS.	If you had been
3d PERS.	If he had been	3d PERS.	If they had been

Imperative Mode
(PRESENT TENSE ONLY)

SINGULAR	PLURAL
Be (you)	Be (you)

Infinitives	
PRESENT	PERFECT
To be	To have been

Participles		
PRESENT	PAST	PERFECT
Being	Been	Having been

NOTE. *Thou* has the following distinctive forms in the indicative mode: *thou art*, *thou wast or wert*, *thou wilt be*, *thou hast been*, *thou hadst been*, *thou wilt have been*.

LESSON 99.—CONJUGATION OF *LOVE*—PASSIVE VOICE

The verb *be* is used as an auxiliary verb in the conjugation of the passive voice. The passive voice of the verb *love* is formed from the verb *be* and the past participle *loved*.

Indicative Mode

PRESENT TENSE			
SINGULAR		PLURAL	
1st PERS.	I am loved	1st PERS.	We are loved
2d PERS.	You are loved	2d PERS.	You are loved
3d PERS.	He is loved	3d PERS.	They are loved

PAST TENSE			
1st PERS.	I was loved	1st PERS.	We were loved
2d PERS.	You were loved	2d PERS.	You were loved
3d PERS.	He was loved	3d PERS.	They were loved

FUTURE TENSE

SINGULAR		PLURAL	
1st PERS.	I shall be loved	1st PERS.	We shall be loved
2d PERS.	You will be loved	2d PERS.	You will be loved
3d PERS.	He will be loved	3d PERS.	They will be loved

PRESENT PERFECT TENSE

SINGULAR

1st PERS.	I have been loved
2d PERS.	You have been loved
3d PERS.	He has been loved

PLURAL

1st PERS.	We have been loved
2d PERS.	You have been loved
3d PERS.	They have been loved

PAST PERFECT TENSE

SINGULAR

1st PERS.	I had been loved
2d PERS.	You had been loved
3d PERS.	He had been loved

PLURAL

1st PERS.	We had been loved
2d PERS.	You had been loved
3d PERS.	They had been loved

FUTURE PERFECT TENSE

SINGULAR

1st PERS.	I shall have been loved
2d PERS.	You will have been loved
3d PERS.	He will have been loved

PLURAL

1st PERS.	We shall have been loved
2d PERS.	You will have been loved
3d PERS.	They will have been loved

CONJUGATION OF *LOVE*—PASSIVE

Subjunctive Mode

PRESENT TENSE

SINGULAR

1st PERS. If I be loved
 2d PERS. If you be loved
 3d PERS. If he be loved

PLURAL

1st PERS. If we be loved
 2d PERS. If you be loved
 3d PERS. If they be loved

PAST TENSE

1st PERS. If I were loved
 2d PERS. If you were loved
 3d PERS. If he were loved

1st PERS. If we were loved
 2d PERS. If you were loved
 3d PERS. If they were loved

PRESENT PERFECT TENSE

SINGULAR

1st PERS. If I have been loved
 2d PERS. If you have been loved
 3d PERS. If he has been loved

PLURAL

1st PERS. If we have been loved
 2d PERS. If you have been loved
 3d PERS. If they have been loved

PAST PERFECT TENSE

SINGULAR

1st PERS. If I had been loved
 2d PERS. If you had been loved
 3d PERS. If he had been loved

PLURAL

1st PERS. If we had been loved
 2d PERS. If you had been loved
 3d PERS. If they had been loved

Imperative Mode

(PRESENT TENSE ONLY)

SINGULAR

Be (you) loved

PLURAL

Be (you) loved

	Infinitives	
PRESENT		PERFECT
To be loved		To have been loved
	Participles	
PRESENT	PAST	PERFECT
Being loved	Been loved	Having been loved

LESSON 100.—REVIEW EXERCISES ON VERBS

What is meant by the conjugation of a verb? What is another name for conjugation? What are the principal parts of a verb? What is a defective verb? What is a regular verb? What is an irregular verb?

Exercise.—In the following paragraphs select the verbs and tell the kind, voice, mode, tense, person, number of each.

1. A corporal in the Life Guards of Frederick the Great was a brave but rather a vain fellow. He could not afford a watch, but he managed to buy a chain, and this he wore with a bullet at the end. The king, hearing of this, thought he would have a little fun at the soldier's expense. He said to him, "It is six o'clock by my watch. What is it by yours?" The man drew the bullet from his pocket and answered, "My watch does not mark the hour, but it tells me every moment that it is my duty to face death for your Majesty." "Here, my friend," said Frederick, offering him his own costly watch, "take this, that you may be able to tell the hours also."

2. "The relations of the Southern people with the negro are close and cordial. We remember with what fidelity for four years he guarded our defenseless women and children, whose husbands and fathers were fighting against his freedom. To his eternal credit be it said that whenever he struck a blow for his own liberty, he fought in open battle, and when at last he raised his black and humble hands that the shackles might be struck off, those hands were innocent of wrong against his helpless charges and worthy to be taken in loving grasp by every man who honors loyalty and devotion. Ruffians have maltreated him, rascals have misled him, philanthropists established a bank for him,

but the South, with the North, protests against injustice to this simple and sincere people."—HENRY GRADY.

3. "The children of the village loved him. He made their playthings; taught them to fly kites and shoot marbles; and told them about ghosts, witches, and Indians. Whenever he went dodging about the village, he was surrounded by a troop of them, hanging on his skirts, clambering on his back, and playing a thousand tricks on him; and not a dog would bark at him throughout the neighborhood.

"His fences were constantly falling to pieces; his cow would either go astray, or get among the cabbages; weeds were sure to grow quicker in his field than anywhere else; and the rain always set in just as he had some outdoor work to do.

"He would sit on a wet rock and fish all day without a murmur, even though he should not be encouraged by a single nibble. He would carry a gun on his shoulders for hours together, trudging through woods and swamps, and up hill and down dale, to shoot a few squirrels and wild pigeons."—WASHINGTON IRVING.

LESSON 101.—PARSING VERBS

To parse a verb, we must tell:—

1. Whether it is regular or irregular.
2. Whether it is transitive or intransitive.
3. Its principal parts.
4. Its voice, mode, tense, person, and number.
5. Its construction or agreement.

Let us parse the verbs in the following sentence:

Make hay while the sun *shines*.

Make is an irregular, transitive verb. Principal parts—make, made, made. Active voice, imperative mode, present tense, second person, singular or plural number. It agrees with its subject *you* understood. (See page 143.) RULE.—A verb must agree with its subject in person and in number.

Shines is an irregular, intransitive verb. Principal parts—shine, shone, shone. Active voice, indicative mode, present tense, third per-

son, singular number. It agrees with its subject *sun*. **RULE.** — A verb must agree with its subject in person and in number.

He who speaks kindly will be loved.

Speaks is an irregular, intransitive verb. Principal parts — speak, spoke, spoken. Active voice, indicative mode, present tense, third person, singular number. It agrees with its subject *who*. **RULE.** — A verb must agree with its subject in person and in number.

Will be loved is a regular, transitive verb. Principal parts — love, loved, loved. Passive voice, indicative mode, future tense, third person, singular number. Agrees with its subject *he*. **RULE.** — A verb must agree with its subject in person and in number.

Exercise. — Parse the verbs in the following sentences:

1. We love those who love us.
2. All this could have been given to the poor.
3. It might have been otherwise, if you had been there.
4. Give us this day our daily bread.
5. One shall be taken, the other shall be left.
6. Thou shalt love thy neighbor as thyself.
7. They could have been heard, if the crowd had kept still.
8. Render unto Cæsar the things that are Cæsar's.
9. To live in the hearts we leave behind is not to die.
10. Know then thyself, presume not God to scan.
11. Who will stay the coming of Philip if Athenians abandon Greece?
12. Know how sublime a thing it is, to suffer and be strong.
13. It could not have been done better by any one.
14. He who does the best he can does well.
15. You may break, you may shatter the vase if you will.
16. He must have been angry to have said such things.
17. I will not let thee go, except thou bless me.
18. Remember the Sabbath day, to keep it holy.
19. I have come to hear you preach.
20. He who cannot rule himself, shall not rule others.
21. In him we live and move and have our being.
22. I came, I saw, I conquered.
23. The floods came, and the winds blew, but it fell not.
24. The saddest are these, it might have been.
25. He who fights and runs away, shall live to fight another day.

LESSON 102. — EXERCISES ON THE USE OF VERBS

Exercise 1. — Complete these sentences, using *has* or *have* :

1. The boys — some marbles.
2. We — two tops.
3. Father — a fine horse.
4. He and I — ten cents.
5. My brother and I — four birds.
6. Susan — a new dress.
7. — your purse any money in it?
8. — the men any place to sleep?
9. What — you to eat to-day?
10. — they anything to drink?
11. I — nothing to do.
12. You and he — all you will get.
13. He and I — our reward.
14. Who — my hat?
15. How many feet — a grasshopper?

Exercise 2. — Complete these sentences, using *do* or *does* :

1. What — you intend?
2. What — he say to that?
3. When — the soldiers camp?
4. What — the tramp want?
5. What — the waves say?
6. Whoever — wrong should make it right.
7. You and I — not have enough.
8. Helen — not know her lessons.
9. What — men know about such things?
10. How — the little busy bee?
11. How — you — to-day?
12. How — your father like his horse?
13. How — your mother like the new organ?
14. When — Thomas and John go to school?
15. How — these people live?
16. How — Japan and Russia like the treaty?
17. — anybody know?

Exercise 3. — Fill the blanks in these sentences with proper forms of the verb *to be*:

1. One of us — wrong.
2. Every one there — pleased.
3. Reading and writing — necessary.
4. Neither man nor women — killed.
5. A number of people — left.
6. A hundred dollars a month — a good salary.
7. Bread and milk — good food.
8. Fish and vegetables — all we could get.
9. A thousand feet — too far to run.
10. The children — all saved.
11. Nobody — good enough for her.
12. Some one — to blame for all of this.
13. Which — best, riches or wisdom?
14. It — one of the best books that — ever printed.

Avoid using constructions in which the subject requires different forms of the verb *to be*, as, *Either you or I am mistaken*. It is better to say, *Either you are mistaken or I am*.

Exercise 4. — Change these sentences to better form:

1. Either you or I am going.
2. Neither he nor I am at home.
3. You or Henry is obliged to go.
4. James or I is going.
5. Are you or I invited?
6. My brother or I is certain to be on hand.
7. Neither he nor you was expected.
8. You or she is talking aloud.
9. Was he or they at home when you called?
10. Are you or she going with me?

When *will* is used in the first person, it expresses the determination or the will of the speaker. *I will go* means *I am determined to go*. When *shall* is used in the second or third person, it expresses a promise, command, or threat. *Thou shalt not steal* is a command.

Shall, when used with the first person, and *will* with the second and third persons, merely express futurity.

In questions *shall* is always used in the first person. In the second and third persons that form is used which is expected in the answer.

Shall you visit England? (I *shall*.)

Will you contribute? (I *will*.)

Will he agree? (He *will*.)

Exercise 5. — What is the difference in the meaning of these sentences?

1. I shall drown, nobody will help me.
I will drown, nobody shall help me.
2. We shall perish and you will not prevent us.
We will perish and you shall not prevent us.
3. They shall not go. They will not go.
4. Shall they go? Will they go?
5. You shall come in. You will come in.
6. Carl shall not eat. Carl will not eat.
7. Shall you attend? Will you attend?
8. He shall leave to-morrow. He will leave to-morrow.
9. They shall not stay here. They will not stay here.

Exercise 6. — Explain the meaning of the words *shall* and *will* in these sentences:

1. They who will not work shall not eat.
2. Thou shalt not kill.
3. I will not let you go.
4. You shall study, for I will make you.
5. You shall apologize for your rudeness.
6. I will not consent.
7. You shall not make me.
8. I will die first.
9. Nobody will dare do that.
10. Everybody shall do as I say.
11. Sir, you shall obey me, or you shall leave my house.
12. I will not obey you, I will cheerfully leave your house.
13. Must we bind you or will you come without force?

Exercise 7.—Fill the blanks in these sentences with *shall* or *will* to express simple future time, or to express determination, command, etc.:

1. You — miss your train.
2. We — need a carriage.
3. I — settle with you soon.
4. It — be very cold to-night.
5. I — start on Monday for New York.
6. The moon — be full in a few days.
7. The sun — rise at six o'clock.
8. When — the tide turn?
9. When — your father return?
10. How — you do that?
11. When — you pay my bill?
12. It — not be done that way.
13. You — not waste your time.
14. The boys — not go in the lake.
15. You — go home first.

LESSON 103.—EXERCISES ON THE USE OF VERBS

May is used to express permission and possibility.

Can is used to express ability or freedom.

Must is used to express compulsion or obligation.

Exercise 1.—What is the difference in the meaning of these sentences?

1. May I leave the room? Can I leave the room? Must I leave the room?

2. May I come in? Can I come in? Must I come in?

3. May I speak French? Can I speak French? Must I speak French?

4. May we go home? Can we go home? Must we go home?

5. May I lift this trunk? Can I lift this trunk? Must I lift this trunk?

6. I may go to the party. I can go to the party. I must go to the party.

7. You may find your hat. You can find your hat. You must find your hat.

8. We may not hear the speaker. We cannot hear the speaker. We must not hear the speaker.

9. James may not be here. James cannot be here. James must not be here.

There are some verbs that are frequently used improperly. It is well to have especial exercise upon their form and meaning.

Lie is an intransitive verb, and takes no object. It means to recline or to rest extended. *The book lies, lay, has lain on the table. I lie, I lay, I have lain on a couch.*

Lay is a transitive verb, and takes an object. It means to place or put in a position. *I lay, I laid, I have laid the book on the table.*

Exercise 2. — Change the verbs in these sentences to the past tense, and then to the perfect tenses:

1. I lie down before the fire.
2. I lay my coat on the chair.
3. We lie down to sleep.
4. The hunter lies on the ground.
5. The bear lies in the snow.
6. The rugs lie on the floor.
7. We lie awake at night.
8. They lay their plans well.
9. We lay our hats aside.
10. The hen lays eggs.
11. The masons lay the corner stone.

Sit is an intransitive verb, and takes no object. It means to rest on a seat. *I sit, I sat, I have sat.*

Set is a transitive verb, and takes an object when it means to place down something. *I set, I set, I have set the chair in place. Set* is intransitive in such expressions as *The sun sets, He set out on a journey.*

Exercise 3. — Fill the blanks in these sentences by correct forms of *sit* and *set*:

1. I — by the fire.
2. My cat is — by me.
3. I — my foot on the rug.
4. The hen — on her nest.
5. She is — on a dozen eggs.
6. I have — the trap for a mouse.
7. I — the clock back fifteen minutes.
8. The vase — on the mantel.
9. The boys are — still on the doorstep.
10. Where did you — during the performance?
11. Come in and — down.
12. — your hat on the chair.
13. — your package on the table.
14. — your umbrella in the stand and — here by me.
15. Boys, have you — the trap, have you — the hen, have you — the clock?
16. Well, come in and — down to supper.
17. An old woman — by the road.
18. A beggar — on the doorstep.
19. The dog — down and howled.
20. Having — his house in order, the old man died.
21. I found him — the potato slips in the rows.
22. We were — out new plants in the garden.

Learn means to acquire knowledge for one's self.

Teach means to give instruction to another.

Exercise 4. — Complete these sentences with *learn* or *learned*, *teach* or *taught*:

1. My teacher — me the rule.
2. I — him to do that.
3. The bitter cold — us to provide better.
4. Who — you how to make traps?
5. My brother — me.
6. I am going to — you to behave.
7. Who will — me this page?

8. Who has — his lesson to-day?
9. Will you — me this rule?
10. Can one — himself?
11. I was — to take care of myself.
12. Where did you — to speak German.
13. The teacher is — us a new piece.
14. She — us some of it yesterday.
15. I — to shoot when I was a boy.
16. The village master — his little school.
17. — to do right.
18. — thyself first, then — others.
19. — to love goodness and gentleness.
20. — wisdom from the follies of others.
21. — your children poetry.

When we undertake to shorten our speech by leaving out certain letters of certain words, we do so by **contractions**. Some contractions are allowed and some are not. An apostrophe (') is always used to indicate the omitted letter or letters.

Contractions to be avoided :

ain't for *am not*.

'tain't for *it is not*.

hain't for *have not*.

don't for *does not*.

Contractions to be used :

isn't for *is not*.

aren't for *are not*.

it's for *it is*.

he's for *he is*.

couldn't for *could not*.

wouldn't for *would not*.

wasn't for *was not*.

weren't for *were not*.

don't for *do not*.

doesn't for *does not*.

can't for *can not*.

mustn't for *must not*.

NOTE. The above list shows that a legitimate contraction is a condensation of two words into one, by leaving out a part of one word. Contractions should not be used in writing, except to indicate what some one says. Contractions should be used sparingly, even in speech. They indicate haste and carelessness.

Exercise 5. — Copy and complete these sentences, using contractions in the blank spaces :

1. He — going to do it.
2. He — here.
3. They — coming.
4. — so.
5. He — do as I tell him.
6. You — have any pie.
7. She — care what she does.
8. They — come in yet.
9. You — said a word.
10. The boys — behave.
11. The girls — go out to play.

LESSON 104. — PARAGRAPHS

In writing a connected composition of any sort, whether it be a letter, a story, an essay, a newspaper article, or a description, it is necessary to divide it into paragraphs to make it appear better, and be more easily understood. All the sentences that relate to one particular point should be written consecutively to form a paragraph. A new paragraph is made when there is a change from one part of the subject to another.

A paragraph is also made in written conversations when a change is made in the person speaking.

Every paragraph line should have a small space left at the beginning. This is called **indenting** the line.

Exercise 1.— Study carefully the paragraphing in the following selections:

THE BATTLE OF THE ANTS

One day when I went out to my wood pile, or rather my pile of stumps, I observed two large ants, the one red, the other much larger, nearly half an inch long, and black, fiercely contending with each

other. Having once got hold they never let go, but struggled, and wrestled, and rolled on the chips incessantly.

Looking farther, I was surprised to find that the chips were covered with such combatants; that it was not a duel but a battle, a war between two races of ants, the red always pitted against the black, and frequently two red ones to one black.

The legions of these myrmidons covered all the hills and vales in my wood yard, and the ground was already strewn with the dead and dying, both red and black. It was the only battle which I had ever seen, the only battlefield I had ever trod while the battle was raging; internecine war — the red republicans on the one hand, and the black imperialists on the other.

On every side they were engaged in deadly combat, yet without any noise that I could hear, and human soldiers never fought so resolutely. I watched a couple that were fast locked in each other's embrace, in a little sunny valley amid the chips, now at noonday prepared to fight till the sun went down or life went out.

The smaller red champion had fastened himself like a vise to his adversary's front, and through all the tumblings on that field, never for an instant ceased to gnaw at one of his feelers near the root, having already caused the other to go by the board; while the stronger black one dashed him from side to side, and, as I saw on looking nearer, had already divested him of several of his members.

They fought with more pertinacity than bulldogs. Neither manifested the least disposition to retreat. It was evident that their battle cry was "Conquer or die!" — HENRY D. THOREAU.

Exercise 2.— Copy the following extracts and divide them into paragraphs, giving your reasons for the division:

THE WOLF AND THE LAMB

As a wolf was lapping the water at the head of a running brook, he spied a stray lamb paddling at some distance down the stream. Having made up his mind to seize her, he bethought himself how he might justify his violence. "Villain!" he cried, running up to her, "how dare you muddy the water that I am drinking?" "Indeed," said the lamb, humbly, "I do not see how I can disturb the water, since it runs from you to me, not from me to you." "Be that as it

may," replied the wolf, "it was but a year ago that you called me many ill names." "Oh, sir!" said the lamb, trembling, "a year ago I was not born." "Well," replied the wolf, "if it was not you, it was your father, and that is all the same; but it is no use trying to argue me out of my supper;" and without another word he fell upon the poor helpless lamb and tore her in pieces. — ÆSOP.

THE FORCE OF HABIT

There was once a horse that used to pull around a sweep which lifted dirt from the depths of the earth. He was kept at the business for nearly twenty years, until he became old, blind, and too stiff in the joints for further use. So he was turned into a pasture, and left to crop the grass without any one to disturb or bother him. The odd thing about the old horse was that every morning, after grazing awhile, he would start on a tramp, going round and round in a circle, just as he had been accustomed to do for so many years. He would keep it up for hours, and people often stopped to look, and wondered what had gotten into the head of the venerable animal to make him walk around in such a solemn way when there was no earthly need of it. It was the force of habit. The boy who forms bad or good habits in his youth will be led by them when he becomes old, and will be miserable or happy accordingly. Habit is a cable, we weave a thread of it every day, and at last we cannot break it.

— HORACE MANN.

PETER'S DECLAMATION

A friend of mine, Peter by name, had selected for his speech that extract from Patrick Henry's famous oration, which begins with the words, "I have but one lamp by which my feet are guided, and that is the lamp of experience." Peter confidently mounted the rostrum. He shouted from the stage, "I have but one lamp—lamp—lamp—" and he could get no further. His speech had gone from his memory. He passed his left hand across his forehead in a vain effort to recall it, while with his right he pulled at his trousers as if he thought it might have slipped down into his pocket; but it came not. He began again, "I have but one lamp—lamp—lamp—." The teacher, to the amusement of the school, said, "Come down, Peter; your lamp has gone out." — JOHN B. GORDON.

LESSON 105.—SOME STORIES TO WRITE

Finish these stories:

1. As John and Henry were going home late one night from a party, they heard a child's voice crying in a corner near by. It was cold and the child was little and evidently lost. . . .

2. I awoke at night hearing a noise in the cellar. Quietly dressing, I took my pistol and crept down to the door. I listened attentively and heard . . .

3. We went hunting lions one time in India. I was riding a big elephant and was in front of the party, when suddenly . . .

4. We had been lying in the bushes all day watching for sign of a bear. Toward night, when we were about to give up in despair, a faint noise came through the woods, and then . . .

5. A large party of us were once riding in a Pullman car out West, talking and enjoying ourselves, when a sudden and severe jolt . . .

6. The courtroom was crowded. The criminal was brought in and stood up to hear his sentence. The judge asked him if he had anything to say. He looked up piteously and began to tell his story. . . .

7. The cry of "fire" rang out in the inn. Seizing my hat, I ran at once to the factory and saw the building in a blaze. I thought of the workmen on the top floor and . . .

8. Sally was playing with her dog near a pond one day. She ran along the edge, calling for the dog to follow her. Not noticing where she ran, her foot slipped . . .

LESSON 106.—CONVERSATIONS TO WRITE

In writing a conversation, be careful to note that every change of speaker begins a new line, and each speaker's words must be inclosed by certain marks called **quotation marks**. You can see these marks in the fable of "The Wolf and the Lamb" (page 192), and in the poem, "You are old, Father William" (page 196).

Exercise.—Write an imaginary conversation as suggested by the following topics :

1. A cat caught a little mouse in the pantry.
What did they say to each other ?
2. A tramp was telling his story to the farmer's wife.
What did they say to each other ?
3. A fly was caught in the spider's web.
What excuse did the spider give for eating the fly ?
4. A dog caught a rabbit in a cabbage patch.
What did they say to each other ?
5. A policeman found a little girl on the street.
What did she tell him ? What did he say ?
6. A little boy was talking to an old soldier.
Describe their conversation.
7. Santa Claus caught little Henry awake.
What happened and what did they say ?
8. An old dog is about to be slain by his master.
Tell what the dog says in plea for his life.
9. Two boys quarrel over a game of marbles.
What do they say to each other ?
10. Two women meet in the street car and talk hats.
What do they say ?

A poem to study and memorize:

(A language lesson only)

"YOU ARE OLD, FATHER WILLIAM"

"You are old, Father William," the young man cried;
"The few locks which are left you are gray;
You are hale, Father William, a hearty old man;
Now tell me the reason, I pray."

"In the days of my youth," Father William replied,
"I remembered that youth would fly fast;
And abused not my health and my vigor at first,
That I never might need them at last."

"You are old, Father William," the young man cried;
"And pleasures with youth pass away;
And yet you lament not the days that are gone;
Now tell me the reason, I pray."

"In the days of my youth," Father William replied,
"I remembered that youth could not last;
I thought of the future, whatever I did,
That I never might grieve for the past."

— ROBERT SOUTHEY.

LESSON 107.—KINDS OF ADVERBS

I am ready to go *now*.
He hurried *there* with a large force.
The river flows *gently*.
Hannibal was a *very* great soldier.

In the above sentences name the adverbs. The adverb *now* refers to time, and tells *when*. The adverb *there* refers to place, and tells *where*. The adverb *gently* refers to manner, and tells *how*. The adverb *very* refers to degree, and tells *how much*. We see there are four kinds of adverbs according to their meaning. These four kinds are: adverbs

of time, adverbs of place, adverbs of manner, and adverbs of degree.

An adverb of **time** tells *when*.

now, yesterday, to-day, then, when.

An adverb of **place** tells *where*.

here, there, yonder, everywhere, up, down.

An adverb of **manner** tells *how*.

sweetly, kindly, well, ill, sadly.

An adverb of **degree** tells *how much*.

enough, almost, very, much, too.

Many adverbs are formed by adding *ly* to an adjective, as, *happy, happily; sweet, sweetly; mad, madly; kind, kindly; etc.*

In this way the following adverbs are formed :

sadly	surely	fiercely	beautifully
badly	bitterly	carefully	fortunately
finely	brightly	gloriously	interestingly

Exercise 1.—In the following sentences name the adverbs, and tell their kinds and what they modify :

1. He behaved very badly.
2. He is the same yesterday, to-day, and forever.
3. It rained nearly every day.
4. How softly blows the wind!
5. Speak kindly to every one.
6. Drive rapidly if you must.
7. How gently falls the foot of time!
8. I searched here, there, everywhere for you.
9. We drove up and down the hills.
10. She spoke so kindly and gently.
11. Act politely everywhere and always.
12. Drive slowly and carefully on steep roads.

13. It rained hard every now and then.
14. He spoke too loud, very harshly, and unnecessarily long.
15. We were hungry enough to faint.

Exercise 2. — Copy these sentences and place an appropriate adverb of manner at the end of each :

- | | |
|--------------------------|--------------------------------|
| 1. The sun set —. | 7. The cat cried —. |
| 2. The orator spoke —. | 8. The hungry wolves howled —. |
| 3. The doctor drove —. | 9. The cold snow gleamed —. |
| 4. The men fought —. | 10. The tempest roared —. |
| 5. Lions eat —. | 11. The ship rocked —. |
| 6. The army retreated —. | 12. The earth trembled —. |

LESSON 108.—MORE ABOUT ADVERBS

Some adverbs are used to ask questions. They are called **interrogative adverbs**.

Where are you going?

Why do you say that?

When will you leave?

How do you feel?

Some adverbs are used to modify and also to connect clauses. They are called **conjunctive adverbs**.

I know *where* the birds build nests.

Where modifies the verb *build* in the dependent clause and at the same time connects the two clauses.

NOTE. There is little distinction between the conjunctive adverb and the subordinate conjunction (page 221). Both connect a dependent clause to a principal clause and subordinate conjunctions (like conjunctive adverbs) have sometimes a slight adverbial force. Some authors classify all such words as subordinate conjunctions.

The important conjunctive adverbs are :

as	whence	whereat	wherein	while
how	wherever	whereby	wherefore	whither
when	where	whenever	whereon	why

Some adverbs are used for emphasis, or to express certainty or doubt. They are called **modal adverbs**.

Certainly it is true.

Perhaps I will come.

Possibly you are wrong.

Surely it cannot be so.

Yes, no, and not are modal adverbs.

Some adverbs are used to fill up the sentence. They are called **expletive adverbs**.

Well, are you coming?

Why, I never heard that.

So, it is true then.

Just look at that.

There is an expletive adverb, used to introduce a sentence.

There were many lives lost.

There was mounting in hot haste.

Adverbs are compared regularly by adding the words *more* and *most* or *less* and *least* to the positive degree.

POSITIVE

brightly

sweetly

COMPARATIVE

more brightly

more sweetly

SUPERLATIVE

most brightly

most sweetly

Some adverbs are compared irregularly as follows :

POSITIVE

ill

much

well

COMPARATIVE

worse

more

better

SUPERLATIVE

worst

most

best

A few adverbs are compared by adding *r* or *er*, *st* or *est*.

POSITIVE

often

soon

COMPARATIVE

oftener

sooner

SUPERLATIVE

oftenest

soonest

Exercise 1.— Compare the following adverbs :

happily

soon

carefully

helpfully

rudely

well

slowly

interestingly

bravely

much

little

kindly

often

ill

wisely

softly

Exercise 2.—In these sentences name the adverbs and their uses :

1. When shall we three meet again?
2. When will you travel to California?
3. When beggars die, there are no comets seen.
4. This is the place where the man was killed.
5. O, sleep, why dost thou leave me?
6. How can you be so cruel?
7. Just listen to the noise of the rain.
8. Whence come those shrieks, so wild and shrill?
9. I certainly thought I heard a noise.
10. Well, what have you to say now?
11. Perhaps some merchant hath invited him.
12. Where does the wind come from?
13. The fool hath said in his heart, there is no God.

Exercise 3.—Write two sentences, using an adverb interrogatively.

Write two sentences, using an adverb conjunctively.

Write two sentences, using an adverb for emphasis.

Write two sentences, using an adverb as expletive.

LESSON 109.—WORDS USED AS ADVERBS

1. A noun or an adjective may be used as an adverb.

He was *stone* dead. A lawyer should be *quick* witted.

2. Many adverbs are composed of two or more words (phrasal adverbs).

one by one	of course	in vain
ever and anon	at once	at least
arm in arm	now and then	from above
in general	face to face	by all means

3. Phrases used as adverbs are called **adverbial phrases**.

We live *in this house*.

Deliberate *with caution*.

Sleep *in peace*.

Keep *to the right*.

4. Clauses used as adverbs are called **adverbial clauses**.

I shall go *where I like*.

He spoke *as no other had spoken*.

5. The **infinitive** form of the verb may be used **adverbially**.

Fools who came *to scoff* remained *to pray*.

6. The present **participial form** may be used as an **adverb**.

The day *was freezing* cold.

NOTE. Even the article *the* may be used adverbially, as in such sentences as, "*The more the merrier*," "*The higher we went the colder it became*."

Exercise 1. — In the following sentences find all words, or combinations of words, that are used as adverbs:

1. He *was* a low browed villain.
2. The more she sobbed, the worse he grew.
3. No one can always do as he pleases.
4. The old man wore gold rimmed spectacles.
5. Ordinarily, they walked slowly arm in arm.
6. In general one should sleep peacefully for eight hours.
7. I go to Rome to be again crucified.
8. I hope to meet my pilot face to face.
9. A nickel plated bathtub is quite expensive.
10. I shall go when I like and do as I please.
11. Speak with distinctness and with accuracy.
12. He who lives in a glass house should not throw stones.

Exercise 2. — Write sentences containing a noun used as an adverb; several words used as one adverb; a phrase used as an adverb; a clause used as an adverb; an infinitive used as an adverb; a participial form used as an adverb; the article *the* used as an adverb.

LESSON 110. — WORDS THAT MODIFY THE PREDICATE

The predicate verb in a sentence may be modified by:—

1. An **adverb**. We drove *slowly* through the town.
2. An **adverbial objective**. They staid *an hour*.
3. An **infinitive**. The men came *to work*.
4. A **phrase**. They live *beyond the meadow*.
5. A **clause**. We remained *where we were*.

Any word or combination of words that modifies the verb in a sentence performs the office of an **adverb**.

Exercise. — In the following sentences name the words that modify the verb and perform the office of adverbs:

1. We rode carefully up the mountains on horseback.
2. The ice cutters work steadily all winter on the frozen rivers.
3. The orator spoke many times of the wrongs we endured.
4. The nightingale sings sweetly all night in the Southern woods.
5. The workmen came wearily in the house to eat.
6. Let us stay in the place where we are told.
7. The operatives rise at six o'clock to work in the mills.
8. Painfully and tearfully he toiled day and night at his task.
9. Consider carefully before you decide upon anything.
10. I stood on the bridge at midnight, as the clock was striking the hour.
11. His face was almost hidden by a broad straw hat.
12. The doctor spoke firmly about the importance of medicine.
13. Milton wrote sublimely about the glories of Paradise.
14. The lowing herd winds slowly o'er the lea.
15. Brightly shone the sun on forest and plain.
16. One by one in the infinite meadows of heaven blossom the lovely stars.

LESSON 111. — THE PROPER USE OF ADVERBS

We should keep clearly in mind that an adjective should be used only with a noun or a pronoun, and an adverb should be used with a verb, an adjective, or another ad-

verb. It is incorrect to say: *He spoke very kind to me, She sang very sweet.* In such sentences we should use *kindly* and *sweetly*.

Exercise 1. — Fill the blanks in the following sentences with adverbs:

1. Drive — and — over dangerous places.
2. Speak — and — to everybody.
3. He acted very — toward me.
4. I paid him — every Saturday.
5. The wind roared — all night.
6. The traveler talks very —.
7. The prisoner spoke up — and —.
8. The roses bloomed —.
9. It rained — all day.
10. My head aches —.
11. A good farmer works —.
12. A dull pupil reads —.
13. Write — and — or you will write —.
14. Do all your work —.
15. Act —, and treat everybody —.
16. Treat your companions — and —.
17. Speak not — of sacred things.
18. Walk —, talk —, and eat —.
19. That was done — enough.

Sometimes an adjective is used as an adverb without changing its form. Custom determines this use, and it is impossible to give any rules for its observance. Such sentences as the following are correct:

1. It rained *hard* all night.
2. The band played very *loud*.
3. The men stood *erect* and *bold*.
4. Let everybody sit *still* for a moment.

After such words as *seem, look, feel, taste, smell, grow, look, turn*, and a few others, an adjective should be used instead of an adverb when the subject is described. Such

verbs are then equivalent to the verb *be* in some of its forms. To say *I feel hot*, is equivalent to saying *I am hot*. To say *The queen looks beautiful*, is equivalent to saying *The queen is beautiful*.

These forms are correct :

1. The bride looked beautiful.
2. Sugar tastes sweet.
3. The general seemed angry.
4. The fire felt hot to me.
5. The fields looked fresh.
6. The woman turned pale.
7. The tree grew straight.
8. We arrived safe and sound.
9. Violets smell sweet.
10. The autumn leaves turn brown.
11. The road appeared safe to us.
12. I felt hot and cold by turns.

Exercise 2. — Fill the blanks with appropriate adverbs or adjectives and state which you are using:

1. John played — this afternoon.
2. I have — finished my book.
3. I feel — this morning.
4. How — you look to-day!
5. The bugles sound — and —.
6. Does this butter taste — to you?
7. You have grown so — and —.
8. The doctor looked — when he saw the patient.
9. Write — all your exercises.
10. He is a — fine shot.
11. We found the way —.
12. We arrived home —.
13. The carriage rides —.
14. How — smell the roses!
15. Your voice sounds — to me.
16. This milk tastes —.
17. The princess looked very — in her robes and jewels.

LESSON 112. — EXERCISES ON THE USE OF ADVERBS

Exercise 1. — Fill each blank with an adverb of *time* :

1. We started — to Washington.
2. — speak the truth.
3. He will arrive —.
4. The rain fell heavily —.
5. — is the proper time.
6. — shall we three meet again?
7. I hope to go to Europe —.
8. Write me a letter —.

Exercise 2. — Fill each blank with an adverb of *place* :

1. We looked — for game.
2. The time is drawing —.
3. My duty calls me —.
4. — let us rest.
5. Let us go — and close the doors.
6. He lives — in that new house.
7. Do not go — when it rains.
8. Come — into the light.

Exercise 3. — Fill each blank with an adverb of *degree* :

1. Have you eaten — ?
2. He spoke — earnestly.
3. You acted — hastily.
4. He answered — promptly than I expected.
5. It snowed — hard yesterday.
6. He was ill because he ate — —.
7. I was — tired when I reached home.
8. You should not study — hard.
9. — many cooks spoil the broth.

The word *not* is a negative adverb. Two negatives should not be used to express a single negation.

Exercise 4. — Complete these sentences, using such words as *anybody*, *nobody*, *ever*, *never*, *anything*, *nothing*, etc.:

1. I haven't seen — to-day.
2. I haven't said — to —.
3. We don't want — vacation.
4. She will — be — better.
5. You can't do — for him.
6. Nobody — gave me —.
7. I haven't had — to eat all day.
8. There isn't — at home.
9. I am not going —.
10. I haven't — seen such a man.

Exercise 5. — In the following sentences decide between the adjective and the adverb:

1. The bugle sounded clear (*or* clearly).
2. Walk very quiet (*or* quietly) if you please.
3. I am real (*or* really) sorry for you.
4. It was a remarkable (*or* remarkably) fine sermon.
5. I am some (*or* somewhat) weary at night.
6. The violets smell so sweet (*or* sweetly).
7. His voice sounds very harsh (*or* harshly).
8. Drive slow (*or* slowly) and respect the dead.
9. Come quick (*or* quickly), I can scarce (*or* scarcely) breathe.
10. Speak distinct (*or* distinctly) if you wish to be heard.
11. Run fast (*or* fastly) for the doctor.
12. Call me loud (*or* loudly) in the morning.

An adverb should be placed next to the word it modifies. The word *only*, sometimes an adjective and sometimes an adverb, deserves especial attention, since its position affects the meaning of a sentence.

Exercise 6. — Explain the use of *only* in these sentences:

1. John studies grammar only.
2. Mary only stood up.
3. We bought the horses only.
4. Only the good go to heaven.

5. White people only are allowed in here.
6. Smoking on the rear platform only.
7. They also serve who only stand and wait.
8. I have lost my only umbrella.
9. I spoke a few words only.
10. I only spoke to him.
11. Not to the Jews only, but also to the Gentiles.

LESSON 113.—PARSING ADVERBS

In order to parse an adverb we must tell : —

1. Its **kind** — whether of time, place, manner, or degree; or its use — whether interrogative, modal, or expletive.
2. Its **degree** — whether positive, comparative, or superlative (if it is subject to comparison).
3. The word in the sentence which it **modifies**.

Perhaps the moon will shine *brightly to-night*.

Perhaps is a modal adverb, used to express uncertainty.

Brightly is an adverb of manner, modifying the verb *shine*.

To-night is an adverb of time, modifying the verb *shine*.

We met *face to face* *as* we turned *to go*.

Face to face is an adverbial phrase of manner, modifying the verb *met*.

As is a conjunctive adverb, introducing the adverbial clause.

To go is a verb of the infinitive form, used as an adverb to modify the verb *turned*.

Exercise. — Parse the adverbs in these sentences :

1. He lives best who loves most.
2. The longer we live the wiser we grow.
3. Utter ruin, here, there, and everywhere.
4. The very fairest flowers usually wither the most quickly.
5. By all means let us act at once and vigorously.
6. Always think twice before you speak once.
7. She went splash, right into the water.

8. Columbus sailed west, on and on for many days.
9. Once upon a time a king suddenly became a beggar.
10. Well, she is safely married at last.
11. The sun set fiery red in the glowing west.

LESSON 114.—SOME STORIES TO WRITE

Write stories suggested by these outlines:

1. Two boys go into a forest—a dog is with them—a panther attacks them—the dog is killed—a shot is heard—a rescuer appears.

2. A horse runs away—a child crosses the street—a policeman sees the danger—the rescue—the mother's thanks.

3. Two boys are playing baseball—they quarrel—they come to blows—outsiders separate them—they make up.

4. A hard example—tried all the afternoon—cried—tried again—succeeded—felt satisfied.

5. A poor boy—hard work—studied by candle—became a lawyer—great statesman—his name.

6. A big ship—a great storm—lifeboats—days of suffering—saved.

7. A camp—how built—the party—what was done—the game—the fish—the journey home.

• 8. A house on fire—the engines—a child at the window—the net spread—the child drops—caught—cheers.

9. A rowboat—a lake—boy overboard—companion follows—dragged to shore—saved.

10. Holland—the dikes—a little leak—a boy stops it with his hand—stays all night—what the people say.

A poem to study and memorize :

(A language lesson only)

ABOUT BEN ADHEM

About Ben Adhem (may his tribe increase!)

Awoke one night from a deep dream of peace,

And saw within the moonlight in his room,

Making it rich, and like a lily in bloom,

An angel writing in a book of gold.

Exceeding peace had made Ben Adhem bold,

And to the Presence in the room he said,

"What writest thou?" — the vision raised its head,

And, with a look made of all sweet accord,

Answer'd, "The names of those who love the Lord."

"And is mine one?" said Abou. "Nay, not so,"

Replied the angel. Abou spoke more low,

But cheerily still; and said, "I pray thee, then,

Write me as one that loves his fellowmen."

The angel wrote and vanished. The next night

It came again, with a great wakening light,

And show'd the names whom love of God had bless'd,

And, lo! Ben Adhem's name led all the rest!

— LEIGH HUNT.

LESSON 115. — PREPOSITIONS

The following words are simple prepositions in ordinary use (see page 35) :

about	before	by	off	towards
above	behind	down	on	under
across	below	during	over	until
after	beneath	except	save	unto
against	beside	for	since	up
amid	besides	from	through	upon
among	between	in	till	with
around	beyond	into	to	within
at	but	of	toward	without

Some prepositions are made up of two simple prepositions :

aboard of	from among
but for	from behind
out of	from between
down from	from under

Some prepositions are made of different parts of speech :

according to	in spite of
contrary to	instead of
devoid of	on account of
in consideration of	regardless of
in place of	with regard to
in respect to	with respect to, etc.

NOTE. *A* is a preposition in such sentences as He went *a fishing*. *To* with the infinitive is not a preposition but merely a sign and is part of the verb.

Exercise 1. — Name the prepositions in the following sentences :

1. The balloon sailed above the clouds.
2. It rained during the night.
3. There were soldiers aboard of the ship.
4. A dog came from under the house.
5. Nero was devoid of all feeling.
6. The house burned in spite of our efforts.
7. The parade started regardless of the rain.
8. Come to my house instead of to the hotel.
9. The children ran from out of the fire.
10. They went a fishing early in the morning.
11. I love to wander in the spring.
12. Under the greenwood tree
Who loves to lie with me?

Exercise 2. — Write six sentences each containing prepositions made up of two simple prepositions.

Write six sentences each containing prepositions made of different parts of speech.

LESSON 116. — THE OBJECT OF A PREPOSITION

The word that depends upon a preposition is called the **object** of the preposition. The object of a preposition is a noun or a pronoun, or any word or group of words used as a noun.

1. **Noun.** He rode to the *city*.
2. **Pronoun.** The coat belongs to *him*.
3. **Adverb.** He lives up *there*.
4. **Adjective.** He left before *dark*.
5. **Infinitive.** I want nothing except *to sleep*.
6. **Verbal Noun.** We were startled by the lion's angry *roaring*.
7. **Phrase.** He came from *over the mountains*.
8. **Clause.** Men differ on *what we are discussing*.

NOTE. The preposition is often part of the verb and must not be considered separately.

He *laughed at* the story. They *made fun of* the old man.

The preposition is often understood:

Throw (*to*) him a line. Do (*for*) me this favor.

Exercise 1. — Name the prepositions and their objects:

1. We traveled by train to Mobile.
2. This hat belongs to me, and that one belongs to you.
3. Who lives in this house?
4. The guest departed at midnight.
5. The boats were about to start.
6. After speaking an hour the lawyer rested.
7. The emigrant came from across the seas.
8. There was no doubt about who shot the king.
9. Give me a drink of water.
10. I pray you tell me the story of your life.

Exercise 2. — Write a sentence containing a preposition having for its object: (1) a noun; (2) a pronoun; (3) an adverb; (4) an adjective; (5) an infinitive; (6) a verbal noun; (7) a phrase; (8) a clause.

EXERCISES ON THE USE OF PREPOSITIONS

LESSON 117. — EXERCISES ON THE USE OF PREPOSITIONS

Certain words are followed by certain prepositions.

Exercise 1. — Read this list and make sentences illustrating the proper use of prepositions after certain words:

angry at (a thing)
angry with (a person)
clear from (guilt)
clear of (harm)
contend against (an obstacle)
contend for (a principle)
contend with (a person)
differ about (a proposition)
differ among (themselves)
differ from (a person)
disagree to (a proposition)
disagree with (a person)
divide among (several)
divide between (two)
exasperated at (a thing)
exasperated with (a person)

impatient at (conduct)
impatient of (restraint)
impatient with (a person)
intrude into (a place)
intrude upon (a person)
irritated at (a thing)
irritated by (a person)
live at (a town)
live in (a state, county)
live on (the earth)
live upon (meat and bread)
meddle in (affairs)
meddle with (people)
need of (bathing)
offended at (a thing)
offended with (a person)

Exercise 2. — In these sentences choose the best preposition:

1. The estate was divided among (*or* between) the two boys.
2. The cake was divided among (*or* between) all the children.
3. I differ from (*or* with) you on that subject.
4. Two of the judges dissented from (*or* with) the decision.
5. The prisoners were killed with (*or* by) a sword.
6. He died by (*or* of) a stroke of apoplexy.
7. He depends on (*or* upon) his father for his support.
8. Are you mad with (*or* at) me?
9. Have you the key to (*or* of) the front door?
10. We arrived in (*or* at) London of a (*or* at) night.
11. The general was accompanied with (*or* by) his aides.

12. The man talked too much of (*or about*) his money.

13. The sailors lived on (*or upon*) sea bread.

NOTE. Avoid the use of the words *at*, *to*, *at* the end of sentences containing the word *where*.

To and *into* imply motion. *At* and *in* imply position.

Exercise 3. — Complete the following sentences with *to* or *into*, *at* or *in*:

1. I staid — home all day.
2. I am going — town.
3. The children are — the picnic.
4. I have been — Chicago for a week.
5. We went — the church.
6. He put his purse — his pocket.
7. He came — the office.
8. He threw the ball — the water.
9. The ring is — the box.
10. Throw the fish back — the water.

LESSON 118. — PREPOSITIONAL PHRASES

He is a man *of great learning*.

He spoke *with great energy*.

The preposition with its object and modifying words forms a phrase. Such a phrase is called a **prepositional phrase**. A prepositional phrase may be used as an adjective to describe a noun or a pronoun, as in the first sentence, where the words *of great learning* describe *man*.

A prepositional phrase may be used as an adverb to modify a verb, an adjective, or another adverb, as in the second sentence, where the words *with great energy* modify the meaning of the word *spoke*.

Exercise 1. — In the following sentences name the prepositional phrases and state how they are used:

1. The love of money is the root of all evil.
2. Do unto others as you would that they should do unto you.
3. A great soul is above every thought of insult.
4. We hold the keys of heaven within our hands.
5. He leadeth me beside the still waters.
6. Milton rose at four o'clock in the morning.
7. The camel is called the ship of the desert.
8. The Indians live in small skin-covered tents called wigwams.
9. The sun rises in the east and sets in the west.
10. Thy will be done on earth as it is in heaven.
11. They tossed their hats in the air and shouted for pure joy.
12. A sportsman does not kill a bird on the ground.

Exercise 2. — Add a prepositional phrase to each of these sentences:

1. We came to Richmond —.
2. The tiger was infuriated —.
3. The gentle wind blew —.
4. The train stopped —.
5. The wreck occurred —.
6. The prisoners escaped —.
7. Have you heard that John is —?
8. The Africans live —.
9. Everybody was ill —.
10. The fort was destroyed —.

Exercise 3. — Fill the blank spaces with prepositional phrases:

1. We arose early — and took our breakfast —.
2. We hitched the horses — and drove —.
3. When we were —, one — was frightened — and ran —.
4. The driver lost control —, the wagon fell — and we were thrown —.
5. Napoleon died —. His body now rests —.
6. We laughed — and walked —.

Exercise 4. — Change the adjectives in these expressions to prepositional phrases :

- | | |
|---------------------------|-----------------------|
| 1. An eloquent man. | 7. A diligent worker. |
| 2. An elegant woman. | 8. A ragged tramp. |
| 3. A powerful speaker. | 9. A kind act. |
| 4. A forceful argument. | 10. A generous deed. |
| 5. A prominent character. | 11. A gentle girl. |
| 6. A beautiful thing. | 12. A brave soldier. |

Exercise 5. — Change the adverbs in these sentences to prepositional phrases :

1. We walked carefully.
2. He spoke easily and fluently.
3. The cowboys shoot accurately.
4. The girl dances gracefully.
5. I begged him earnestly.
6. He who acts prudently generally acts safely.
7. Speak politely to everybody.
8. Work diligently if you would live comfortably.
9. Live peaceably with all men.
10. Eat slowly and moderately.

LESSON 119. — PARSING PREPOSITIONS

To parse a preposition we need to tell : —

(1) Its object. (2) Its relation. (3) Its phrase construction.

He rests *in* peace *after* a life *of* toil.

In is a preposition and shows the relation between *rests* and *peace*. *In peace* is a prepositional phrase used as an adverb to modify *rests*.

After is a preposition and shows the relation between *rests* and *a life of toil*. *After a life of toil* is a prepositional phrase used as an adverb to modify *rests*. *Of* is a preposition and shows the relation between *life* and *toil*. *Of toil* is a prepositional phrase used as an adjective describing *life*.

Exercise. — Parse the prepositions in the following sentences :

1. He has gone to Europe according to his letter.
2. They live in great style regardless of expense.
3. The house opposite the church is without a tenant.
4. Instead of going abroad, we will remain in New York.
5. We agreed upon who was to go and who was to stay.
6. I saw from out the wave her structures rise.
7. So Paul departed from among them.
8. Everything perishes except truth.
9. The sun was sinking below the horizon.
10. We rise in work and we sink in pride.
11. We rowed with the wind and against the tide.

LESSON 120. — ADVERTISEMENTS

Exercise. — Write a short note in answer to each of the following advertisements :

1. Wanted. — A boy to do errands, collect bills, and be useful around a doctor's office ; address in own handwriting, stating salary expected. Address Box 29, Baltimore.
2. Wanted. — A young lady to trim hats. References and experience required. Address Millinery, care *Herald*.
3. For Sale. — Beautiful summer home on the Hudson ; 6 rooms ; wide piazzas ; bluff overlooking river. For further particulars, address Owner, 123 Broadway, N.Y.
4. For Rent. — Farm of 250 acres, 8 miles from town. Correspondence solicited. Address J. A. Henry, care *Times*, City.
5. Mechanics Wanted to build river bridge. State experience and wages expected. Address Architect Wilson, 16 Park Place, City.
6. Wanted. — To rent a winter house in the South. Write description and terms to E. R. Barnes, St. Paul, Minn.
7. Wanted. — To buy a pony for a boy eight years old. Address, describing pony and giving price, to P. O. Box 81, Nashville.
8. Wanted. — To exchange a city house for a farm. Address, giving description of property to John B. Harris, 10 Front Street, City.
9. Found. — A purse, in the East Side Park last Sunday. Owner will write describing purse and contents to Lock Box 1481, City.

A poem to study and memorize:

(A language lesson only)

SING ON, BLITHE BIRD

I've plucked the berry from the bush, the brown nut from the tree,
 But heart of happy little bird ne'er broken was by me.
 I saw them in their curious nests, close couching, slyly peer
 With their wild eyes, like glittering beads, to note if harm were near;
 I passed them by and blessed them all; I felt that it was good
 To leave unmoved the creature small whose home was in the wood.

And here, even now, above my head, a lusty rogue doth sing;
 He pecks his swelling breast and neck, and trims his little wing;
 He will not fly; he knows full well, while chirping on that spray,
 I would not harm him for a world, or interrupt his lay.
 Sing on, sing on, blithe bird! and fill my heart with summer
 gladness;
 It has been aching many a day with measures full of sadness!

— WILLIAM MOTHERWELL.

LESSON 131. — COÖRDINATE CONJUNCTIONS

John cuts the wood.

William builds the fire.

Here we have two sentences, each independent of the other. We can connect them by the word *and* or the word *but*, so as to make one sentence. The words used to unite these sentences into one sentence are called **conjunctions**. When they connect words, phrases, or clauses of the same rank they are called **coördinate conjunctions**.

A *coördinate conjunction* is a conjunction that connects words, phrases, or clauses of the same rank.

The simple coördinate conjunctions are:

and	but	still	or	therefore	moreover
also	yet	nor	so	accordingly	however

Exercise 1.—In these sentences name the conjunctions and the words they connect :

1. Plants need heat and moisture.
2. Diamonds are little but precious.
3. Do your duty, be it easy or hard.

In these sentences name the conjunctions and the phrases they connect:

4. The birds sing by day and by night.
5. Will you come by rail or by water?
6. Success is not gained by wishing but by hard work.

In these sentences name the conjunctions and the clauses they connect :

7. We came early, but we could not find a place.
8. The soldier stood erect and received his orders.
9. Be on hand promptly or we will leave you.

Exercise 2.—In these sentences name the coördinate conjunctions and tell what they connect:

1. Knowledge comes, but wisdom lingers.
2. The day was long and hot, but it ended at last.
3. Will you come with us or stay at home?
4. Jonathan and David were like brothers.
5. Let dogs delight to bark and bite.
6. You must strive or you will fail.
7. We need fresh air or we will die.
8. Sugar is sweet, but honey is sweeter.
9. The lecture was long, yet interesting.
10. He is ambitious, moreover he is successful.
11. He disobeyed, therefore he was punished.
12. Nobody came, so I went alone.
13. We had finished; accordingly we left.
14. The way is not safe, nor is it pleasant.
15. It is not yet time; however, I will join you.
16. The child is pretty, also clever.

17. All work and no play makes Jack a dull boy, but all play and no study will make him duller.

18. You must work, and I must work, and everybody must work, or the world will become desolate.

19. Inward and outward, to northward and southward, the shore lines shimmer and curl.

20. Man proposes, but God disposes.

Exercise 3.— Connect the elements of these sentences by coordinate conjunctions:

1. Be steady, patient, persevering.

2. Avoid gossip; cultivate cheerfulness; always be kind.

3. To err is human, to forgive divine.

4. A million for defense, not one cent for tribute.

5. Sow an act, reap a habit; sow a habit, reap a character; sow a character, reap a destiny.

6. At home, in business, among friends, among strangers, he was the same.

Exercise 4.— Shorten and improve these sentences by omitting some or all coordinate conjunctions:

1. The table and the chairs and the walls were covered with the dust and the dirt and the smoke of years.

2. Apples are gold in the morning, and silver at noon, and lead at night.

3. I came and I saw and I conquered.

4. Come or go, speak or be silent, help or hinder, it is nothing to us.

LESSON 122.—COMPOUND SUBJECTS OF SENTENCES

Life and death are in thy hands.

Getting hot and drinking ice water is dangerous.

In the above sentences there are two separate ideas in the subject. In the first sentence we are speaking of both life and death. In the second sentence we are speaking of getting hot and drinking ice water. These two sepa-

rate but related ideas are connected by the conjunction *and*. When two or more words, phrases, or clauses are united by a conjunction to form a subject of a sentence they form the **compound subject**.

When a compound subject consists of ideas or facts that are not at all dependent upon each other and are in fact separate ideas, the verb must be in the plural number.

Parrots and monkeys live in Africa.

William and Mary were rulers of England.

When the compound subject consists of two or more ideas that are dependent upon each other, and together form but one general idea or fact, the verb must be in the singular number.

Bread and milk is good food for a child's supper.

Ice and salt is a freezing mixture.

Exercise 1.—In the following sentences containing compound subjects choose between the singular and the plural form of the verb, and give your reasons :

1. Sitting up at night and eating heavy food (is) (are) ruinous to one's health.

2. Gold and silver (is) (are) found in California.

3. Trapping game birds and shooting them out of season (is) (are) against the law.

4. Looking behind and not paying attention (was) (were) the cause of the accident.

5. Five and five (is) (are) ten.

6. Eating rapidly and not chewing thoroughly (give) (gives) one indigestion.

7. Land and water (make) (makes) the surface of the earth.

8. Sirup and water (make) (makes) a sweet drink.

9. Honor and shame from no condition (rise) (rises).

10. Mercy and truth (is) (are) met together.

11. Greatness and goodness (is) (are) not means, but ends.

Exercise 2.—Add compound subjects to these predicates :

1. — was all we talked about.
2. — seemed the greatest mystery.
3. — is not known to this day.
4. — is the best time to sail.
5. — are all found in the jungles of Africa.
6. — came from South America.
7. — is the wrong time to plant flowers.
8. — wait for no man.

LESSON 123.—SUBORDINATE CONJUNCTIONS

Let justice be done *though* the heavens fall.

Be silent *that* you may hear.

In the above sentences name the principal clauses. Name the dependent clauses. What words join the dependent clauses to the principal clauses? Words that join dependent clauses to principal clauses are called subordinate conjunctions.

A *subordinate conjunction* is one that connects a dependent clause to a principal clause.

The following words are subordinate conjunctions :

if	ere	than	before	though
as	lest	since	except	because
for	that	after	unless	although

NOTE 1. The subordinate conjunctions express *time, cause, condition, concession, purpose, result, or comparison*. Sometimes *when, while, where, etc.*, are called subordinate conjunctions, but when such a connective has an adverbial force there is no difference between it and the conjunctive adverb. In "He came *as* we were ready to go," *as* might be classified either as a conjunctive adverb or as a subordinate conjunction.

NOTE 2. There are some conjunctions composed of several words. The following are the most important: *as if, as well as, as though, except that, inasmuch as, in order that, provided that, so that*.

Exercise 1.—In the following sentences name the subordinate conjunctions :

1. After he came home we had dinner.
2. He did as I told him.
3. Angelo built St. Peter's although he was an old man.
4. Men do wrong because they want to.
5. The lights were turned on before the audience arrived.
6. Except ye repent, ye shall all likewise perish.
7. Will you come if I invite you?
8. Take heed lest ye fall.
9. I have not seen him since he was in New York.
10. He bought more food than he could eat.
11. I know that my Redeemer liveth.
12. Though he slay me, yet will I trust him.
13. How can you learn unless you listen?
14. The lights went out when the curfew rang.
15. I do not know whence he came or where he is going.
16. We bowed our heads while the prayer was said.

Exercise 2.—Complete these sentences, using subordinate conjunctions :

- | | |
|----------------------------|------------------------------|
| 1. The soldiers saluted —. | 6. Do you know —? |
| 2. He slept well —. | 7. I will not let thee go —. |
| 3. The singer sang —. | 8. — you will starve. |
| 4. Do not come —. | 9. Come into the house —. |
| 5. Write me —. | 10. Work hard —. |

Exercise 3.—Write a few sentences describing the appearance of the earth after a shower, using the following conjunctions: *before, after, since, though, because, lest*.

Exercise 4.—Write sentences describing the following subjects. Use conjunctions in each sentence :

1. The ocean during a storm.
2. The rising of the sun.
3. The planting of a tree.

LESSON 124.—THE COMPOUND SENTENCE

Take care of the dimes. The dollars will take care of themselves.

Speech is silver. Silence is gold.

These sentences can be united by means of conjunctions:

Take care of the dimes and the dollars will take care of themselves.
Speech is silver, but silence is gold.

Two or more independent simple sentences when united by means of a conjunction into one sentence form a **compound sentence**.

A *compound sentence* is one that contains two or more independent clauses.

The connectives used to make compound sentences are the coördinate conjunctions, *and*, *but*, *for*, *because*, etc. Sometimes the conjunction is omitted and a comma (,) is used instead.

The day is cold, the night is long.

Homer was the greater genius, Virgil the better artist.

Exercise 1.—Unite these sentences to make compound sentences :

1. Blessed are the merciful. They shall obtain mercy.
2. To err is human. To forgive is divine.
3. Prosperity gains friends. Adversity tries friends.
4. Fear God. Keep his commandments.
5. Man proposes. God disposes.

Exercise 2.—Separate these into simple sentences :

1. The sun sets, the moon appears, and the stars come out.
2. The birds have come and the flowers are in bloom.
3. We have no money, therefore we can buy no food.
4. The men must work or they will not be paid.

5. The hat must be ready, for I have promised.
6. Some came to scoff, but others came to pray.
7. Be good because that is the only sure way.
8. And the rain descended, and the floods came, and the winds blew, and beat upon that house; and it fell not; for it was founded on a rock.

In forming compound sentences one must be sure that the parts are logically related. Such sentences as the following are not properly constructed :

1. I am an early riser, but my wife is a Presbyterian.
2. It rained in London and we keep a cow.
3. My dog will bite and your hat was crooked.

Exercise 3.—Form compound sentences by adding another thought to the following :

1. It rained very heavily —.
2. We must win this battle —.
3. The crops have failed —.
4. The birds have flown South —.
5. Sorrow may endure for the night —.
6. A few of us wanted to go on —.
7. Take each man's censure —.
8. Cowards die many times —.
9. He neglected his study —.
10. Lee's soldiers were few in number —.
11. Silver and gold have I none —.
12. Lead us not into temptation —.

Exercise 4.—Reconstruct this paragraph by combining the statements and rearranging the sentences :

I was a child. I was seven years old. It was a holiday. My friends filled my pocket with coppers. I went directly to a shop. They sold toys for children. I met a boy on the way. He had a whistle. I was charmed with the sound of it. I offered him all my money for one. I then came home. I went whistling all over the house. I was much pleased with my whistle. I disturbed all the

family. My sisters and brothers understood the bargain I had made. They told me I had given four times as much for it as it was worth. That put me in mind what good things I might have bought. They laughed at me for my folly. I cried with vexation. The reflection gave me much chagrin. The whistle gave me no pleasure.

Exercise 5.—Reconstruct this paragraph by reducing it to proper sentences :

All day the fog had been gathering, and the fog horn began to sound as the night came on but no one on board thought of danger, and we returned to our rooms to find what sleep we could though it was very hard to sleep with the doleful note of the fog horn every few minutes, when about midnight there was a sudden shock and quiver throughout the whole boat and a cry of "The ship has struck a rock" made every heart stand still, and everybody leap to his feet and into his clothes as quickly as he could, while the sailors made the lifeboats ready and we rushed on board to find the ship tossing and the water coming in on one side, but the captain said land was near by, and so we staid up all night and tried to comfort each other until day broke and the fog lifted a little but when the sun rose we saw that land was close by and so we were placed in the lifeboats and were brought to land glad enough to escape from so great a danger.

LESSON 125. — CORRELATIVE CONJUNCTIONS

Both Lincoln *and* Davis were great men.

Not only the man *but also* the officers suffered.

It will *either* rain *or* snow to-day.

Give me *neither* poverty *nor* riches.

In these sentences you will notice that the conjunctions are used in pairs, as, *both . . . and*; *not only . . . but also*; *either . . . or*; *neither . . . nor*. Conjunctions used in this way are called correlative conjunctions.

Correlative conjunctions are conjunctions used in pairs, to express related ideas.

Exercise 1.— In these sentences name the correlative conjunctions :

1. Lions are both fierce and powerful.
2. Frogs live not only on land but also in the water.
3. A dog will eat meat either cooked or raw.
4. A lazy pupil will neither learn nor work.
5. Every soldier resolved to be either a hero or a martyr.
6. Napoleon was both a great general and a great statesman.
7. One could not tell whether he was coming or going.
8. Her bonnet was neither cheap nor beautiful.
9. Dress neither makes nor mars a man.
10. Either counsel honestly or not at all.
11. Both John and William study Latin.

Exercise 2.— Change these sentences so as to introduce correlative conjunctions:

1. Pericles was just and good.
2. We visited New York and Chicago.
3. We will go fishing or hunting.
4. Arnold was not a good man nor a great one.
5. I was not sure of its being genuine.
6. Switzerland abounds in mountains and lakes.
7. The murderer was tried and convicted.
8. Mr. Smith makes shoes and sells them.
9. It rains or is cloudy most of the time.

Exercise 3.— Write sentences, using these suggestions and the various correlative conjunctions :

1. Electricity, wonderful and useful.
2. Mountains, high and grand.
3. Farmers, raising corn and oats.
4. Traveler, deciding to leave at night or wait till next day
5. Boys, hesitating to go to college or to work.
6. Salt, good for man and beast.
7. Bay of Naples, deep and beautiful.
8. The voyage, dangerous and disagreeable.
9. A diamond, genuine or not.
10. A burglar, white or black.

LESSON 126. — PARSING CONJUNCTIONS

To parse a conjunction we must tell:—

1. Its **kind** — whether coördinate, subordinate, or correlative.

2. The words, phrases, clauses, or sentences it joins.

Exercise. — Parse the conjunctions in the following sentences:

1. Both Dickens and Tennyson are buried in St. Paul's.
2. Not only the women but also the men were lost.
3. Georgia produces cotton and fruit.
4. Air is composed of oxygen and nitrogen.
5. We ate fish and potatoes, but it was not enough.
6. The mountain and the squirrel had a quarrel.
7. The judge was neither just nor generous.
8. He took medicine because he was sick.
9. I know a place where the violets grow.
10. It was so cold that the trees were killed.
11. William is stronger than his brother.
12. I will not go since you have come.
13. It is well known that Columbus was poor.
14. He looks as if he were guilty.
15. Study hard, otherwise you will be ignorant.
16. I like him, but I do not trust him.
17. Men must work and women must weep.
18. God made him, and therefore let him pass for a man.
19. We have no money, therefore we can buy no bread.
20. The girl plays as well as sings.
21. There's neither honesty, manhood, nor good fellowship in him.
22. I think, therefore I am.
23. Love not sleep lest thou come to poverty.
24. Some rise by sin and some by virtue fall.
25. A dime novel is neither instructive nor wholesome.
26. The general was undecided whether to march north or south.
27. Envy will merit as its shade pursue,
But like a shadow proves the substance true.

LESSON 127. — RULES. FOR PARSING. (Review)

1. The subject of a verb is in the *nominative case*.
 1. *She* has done what she could.
 2. *They* have brought many triumphs to Rome.
2. The object of a verb or of a preposition is in the *objective case*.
 1. *Whom* did you see in town?
 2. To *whom* did you give the book?
3. A noun that modifies another noun and indicates ownership or relation is in the *possessive case*.
 1. *Cæsar's* Commentaries were written in Latin.
 2. The *ladies'* apartments are ready.
4. Nouns in *apposition* agree in case.
 1. *Milton*, the blind poet, wrote "Paradise Lost."
 2. The poet *Sidney Lanier's* home was in Macon, Ga.
 3. Have you read Scott's great novel, "*Ivanhoe*"?
5. A verb must agree with its *subject* in number and person.
 1. We *are* not at home to-day.
 2. You *have* not *seen* my new home.
 3. He *is* not here and *has* not *been* here.

LESSON 128. — EXERCISES FOR PARSING

(Popular Proverbs)

1. A stitch in time saves nine.
2. A small leak will sink a great ship.
3. Great oaks from little acorns grow.
4. What is worth doing at all is worth doing well.
5. Keep your shop and your shop will keep you.
6. A bird in the hand is worth two in the bush.
7. A penny saved is a penny made.
8. God helps those who help themselves.
9. The early bird catches the worm.
10. Be sure you are right, then go ahead.
11. The darkest hour is just before the dawn.
12. A rolling stone gathers no moss.

13. A merry heart doeth good like a medicine.
14. Never put off for to-morrow what should be done to-day.
15. A friend in need is a friend indeed.
16. It is an ill wind that blows nobody good.
17. Willful waste makes woeful want.
18. Who never climbed never fell.
19. It is never too late to mend.
20. Love lives in cottages as well as in courts.
21. Remove an old tree and it will wither to death.
22. Pardon all men, but never thyself.
23. Nothing is impossible to a willing mind.
24. In vain he craves advice that will not follow it.
25. Deeds are fruits; words are but leaves.
26. True praise takes root and spreads.
27. Never count your chickens before they are hatched.
28. One swallow does not make a summer.
29. See a pin and pick it up
All day long you'll have good luck.
30. Early to bed and early to rise
Makes a man healthy, wealthy, and wise.

LESSON 129. — REVIEW QUESTIONS

1. What is an adverb? What is an adverb of time? An adverb of place? An adverb of manner? An adverb of degree? How are many adverbs formed? What are interrogative adverbs? Name several. What are conjunctive adverbs? Illustrate. What are modal adverbs? Illustrate. What are expletive adverbs? Illustrate. Of what are some adverbs composed? What are adverbial phrases? What are adverbial clauses?
2. What is a preposition? What is the object of a preposition? What is a prepositional phrase? How may a prepositional phrase be used? How may *a* be used as a preposition? When is *to* not a preposition?
3. What is a coördinate conjunction? Name the simple coördinate conjunctions. What is a compound sentence? What is a subordinate conjunction? Name some words that are subordinate conjunctions. What are correlative conjunctions? Name some words that are correlative conjunctions. Name the five rules for parsing.

LESSON 130. — RULES FOR THE USE OF CAPITAL LETTERS

1. The first word of every sentence should begin with a capital letter.

2. All proper nouns, names of persons, places, days, months, etc., should begin with capital letters.

Nashville, James, Wednesday, July.

3. The first word in every line of poetry should begin with a capital letter.

My country, 'tis of thee,
Sweet land of liberty,
• Of thee I sing.

4. Words used as names of particular objects should begin with capital letters.

The Atlantic Ocean; The Mouse Tower; The "House of Seven Gables"; The Lunatic Asylum; Brooklyn Bridge; Herald Square.

5. Titles of honor and distinction should begin with capital letters.

The King of England; The Duke of York; Professor Brown; Doctor Jones; Colonel Walton; Mr. Thomas; Gen. Gates; Sir Henry Irving; George the Third; William the Silent.

6. All names of the Deity should begin with capital letters.

God; the Holy Ghost; The Father; our Lord.

7. All pronouns and other words referring to the Deity should begin with capital letters.

Trust in Him, for He will sustain thee. The Hand that made us is divine.

8. Adjectives derived from proper nouns should begin with capital letters.

American; Indian; French; Spanish; Southern; Christian; Shakesperean; German; English; Russian; Dutch.

9. The first word of a direct quotation should begin with a capital letter.

They replied, " We are ready to go."

10. Names of things personified should begin with capital letters.

" O Sleep, O gentle Sleep,
Nature's soft nurse! how have I frightened thee?"

11. The name of a religious or political body should begin with a capital letter.

The Methodists; the Baptists; the Republican party; the Democrats; the Whigs; the leader of the People's party.

12. The pronoun *I* and the interjection *O* should always be written with a capital letter.

I said, " O, my poor boy."

Exercise. — In the following sentences tell why the words with capital letters are so written :

1. Do you live in Boston ? No, I live in New York.
2. I saw James in Washington last Wednesday.
3. In July or August Doctor Brown will go North.
4. The Asylum for the Blind was burned on Friday.
5. From Brooklyn Bridge I went to Union Square.
6. O, you saw Niagara Falls? So did I.
7. Was Professor Dana with Colonel Bowen at the time?
8. The Queen of Holland is descended from William the Silent.
9. The good Doctor Jones lives on Peters Street near the Park.
10. Our Father who art in Heaven, hallowed be Thy name.
11. Though He slay me, yet will I trust Him.
12. The North American Indians astonished the Spanish.
13. Have you studied your French and your German?
14. Everybody cried, " Let us go at once."
15. " Come, gentle Spring! Ethereal Mildness! come."
16. Are you a Democrat or a Republican?

LESSON 131.—PUNCTUATION MARKS

The punctuation marks are as follows :

- | | |
|---------------------------|---------------------------|
| 1. Period (.) | 6. Colon (:) |
| 2. Interrogation mark (?) | 7. Parenthesis () |
| 3. Exclamation mark (!) | 8. Brackets [] |
| 4. Comma (,) | 9. Dash (—) |
| 5. Semicolon (;) | 10. Quotation marks (“ ”) |
| 11. Hyphen (-) | |

1. The **period** is used at the end of most declarative and imperative sentences.

The elephant is a large animal.
Go to the ant, thou sluggard.

2. The **period** is used at the end of every abbreviated word, such as Mr., Col., Gen., Dr., Prof., Mrs., Rev.

Mr. and Mrs. Bell are related to Dr. Colburn.

3. The **interrogation point** is used after most interrogative sentences.

Have you read the “Pilgrim’s Progress”?

4. The **exclamation point** is used after exclamatory words, phrases, clauses, or sentences.

What a curious thing that is!

5. The **exclamation point** is used after declarative, imperative, and interrogative sentences, when we wish to express strong emotion.

War is upon us!
Sing on, blithe bird!
Where, oh, where are the visions of morning!

6. The **comma** is used to separate the person or thing spoken to from the rest of the sentence.

John, open the door.
Ring out, wild bells, to the wild sky!

7. The **comma** is used to separate words or clauses used in series.

The big, noble, generous heart was still.

Dear, patient, gentle Nell was dead.

The boy recites well, behaves properly, and obeys his teachers.

8. Some relative clauses are set off by commas.

Frank Smith, who is my cousin, will visit me soon.

9. The **comma** is often used to separate a word or a phrase in apposition.

Webster, the great orator, was from Massachusetts.

10. The **comma** is used to separate a word or a phrase introduced between closely related parts of a sentence.

The soldiers, however, were not discouraged.

Sailors, in spite of danger, climb the rigging.

11. The **comma** is often used to separate the members of a compound sentence.

The cold winds blew, and the waves dashed high.

The police ran rapidly, but the thief escaped.

12. The **comma** is used to indicate the omission of a conjunction.

The sun, the stars, the earth, all move.

Love beareth, believeth, hopeth, all things.

13. The **comma** is used to separate a subordinate clause introducing the sentence.

When I was a child, I thought as a child.

While the band played, the soldiers marched.

14. The **comma** is often used to separate a participial phrase.

The horse, pricking up his ears, neighed loudly.

The volcano, smoking furiously, frightened the people.

15. The **comma** is used before a short direct quotation:

God said, "Let there be light."

Exercise 1. — Punctuate these sentences :

1. Charity covers a multitude of sins
2. William bring your books
3. Gen and Mrs Wood came to see Prof Wilcox but he was not at home
4. My what a big boy you are
5. What a fine sermon Rev Dr White preached to-day
6. Lift up your heads O ye gates
7. Drink pretty creature drink
8. A great big ugly venomous toad was in the path
9. Soldiers should ride well obey promptly and be brave
10. The lady with the veil over her face is Mrs Smith
11. Edison the inventor is deaf
12. Toward evening however the wind fell
13. The engineer not seeing the danger ran into the wreck
14. The rain fell heavily the river rose and the farms were covered

Exercise 2. — Copy this paragraph, and punctuate it properly:

The December sun shone clear and cold upon the city it shone upon the rich and the poor alike it shone into the homes of the wealthy on the avenues and in the up town street and into courts and alleys hedged in by towering tenements down town it shone upon throngs of busy holiday shoppers that went in and out of the great stores carrying bundles big and small all alike filled with Christmas cheer and kindly messages from Santa Claus

LESSON 132. — MORE ABOUT PUNCTUATION MARKS

1. The **semicolon** separates the parts of a compound sentence that are not very closely related.

The Indians gather about the fire; the medicine men chant their songs; the braves dance furiously.

2. The **semicolon** is used to separate the members of a compound sentence when any member contains words or clauses separated by commas.

Now abideth faith, hope, and charity; but the greatest of these is charity.

3. The **semicolon** is used to separate the members of a compound sentence when a contrast or inference is made.

Cleon hath a thousand acres ; ne'er a one have I.

Susan likes candy ; I like cake.

It rained hard ; therefore the ground was wet.

4. The **semicolon** is used before *as*, *namely* (see 6) in sentences that give examples or particulars.

A noun is a name ; as, John, James, Mary.

Man has nine servants ; namely, two eyes, two hands, two feet, two ears, one tongue.

5. The **colon** is used to introduce a long direct quotation.

Brutus ascended the pulpit and said : " Be patient till the last. Romans, countrymen, and lovers, hear me for my cause, and be silent that you may hear ; believe me for mine honor, and have respect to mine honor that you may believe ; censure me in your wisdom, and awake your senses that you may the better judge."

6. The **colon** is used after such words as *thus*, *as follows*, etc.

The Indian spoke thus : " We will not sell the land."

The parade will form as follows : the carriages in front, the horse-men next, the citizens on foot.

7. The **colon** is sometimes used in place of a conjunction.

Study your lessons : that is the way to learn.

Be polite to everybody : it is the proper policy.

8. The **parentheses**, **brackets**, and **dashes** are used to inclose or separate parts of a sentence that are not necessary to the sense, but are put in by way of explanation or side remark.

Know thou this truth (enough for man to know).

George Washington was in command [see Chap. I].

Lord Marmion turned — well was his need —.

9. **Quotation marks** are used to inclose and indicate a direct quotation.

Coleridge says, "Experience is the best schoolmaster."

10. The **hyphen** is used to connect the last syllable of an unfinished word at the end of a line to the rest of the word at the beginning of the next line. Words must break this way by syllables only and not by letters.

11. The **hyphen** is used also to separate the parts of some compound words.

passer-by fleet-footed man-of-war

Exercise 1. — Punctuate these sentences :

1. They the Puritans came direct from Holland
2. Mr Davis so I have heard was a brave soldier
3. Relatives friends home money all gone
4. The American flag has three colors namely red white and blue
5. Do your duty nothing can then harm you
6. Dickens was a humorist Scott a historian
7. What are you crazy cried the old man
8. We visited him Milton one morning in June
9. Take him and welcome the surgeons said
10. Good morning my friend said he may I walk with you
11. The old man trembling pallid and frightened stood up
12. Nero thou mighty monster thou inhuman wretch
13. The Southern States report the following corn cotton sugar rice fruits vegetables
14. We hold these truths to be self-evident that all men are created equal that they are endowed by their Creator with certain inalienable rights that among these are life liberty and the pursuit of happiness that to secure these rights governments are instituted among men deriving their just powers from the consent of the governed that whenever any form of government becomes destructive of these ends it is the right of the people to alter or abolish it and to institute a new government laying its foundations on such principles and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness

Exercise 2.—Copy these selections and punctuate the sentences properly :

1. Whatsoever things are true whatsoever things are honest whatsoever things are just whatsoever things are pure whatsoever things are lovely whatsoever things are of good report if there be any virtue and if there be any praise think on these things

2. There was a South of slavery and secession that South is dead there is a South of union and freedom that South thank God is living breathing growing every hour

3. Great types like venerable plants are slow to flower and fruit but from the union of these colonists Puritans and Cavaliers from the straightening of their purposes and the crossing of their blood slow perfecting through a century came he who stands as the first typical American the first who comprehended within himself all the strength and gentleness all the majesty and grace of this republic Abraham Lincoln

4. It is in vain sir to extenuate the matter gentlemen may cry peace peace but there is no peace the war is actually begun the next gale that sweeps from the North will bring to our ears the clash of resounding arms our brethren are already in the field why stand we here idle what is it that gentlemen wish what would they have is life so dear or peace so sweet as to be purchased at the price of chains and slavery forbid it Almighty God I know not what course others may take but as for me give me liberty or give me death

5. Before he enter on the execution of his office the President shall take the following oath or affirmation I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States and will to the best of my ability preserve protect and defend the Constitution of the United States

The President shall be commander in chief of the army and navy of the United States and of the militia of the several states when called into the actual service of the United States he may require the opinion in writing of the principal officer in each of the executive departments upon any subject relating to the duties of their respective offices and he shall have power to grant reprieves and pardons for offenses against the United States except in cases of impeachment

TOPICS FOR STORY WRITING

1. Experiences of a newsboy.
2. A trip to the North Pole in a whaleboat.
3. How we killed a wild-cat.
4. Stolen by the gypsies.
5. The boy who would not play truant.
6. How we won the baseball game.
7. The countryman at the circus.
8. A trip to New York.
9. Shipwrecked on a desert island.
10. Taking the baby's picture.
11. A visit to Mammoth Cave.
12. My experience during the earthquake.
13. Ascending Vesuvius.
14. The time I saw a ghost.
15. Going up in a balloon and what happened.
16. Hunting the tiger in India.
17. A trip across a desert on a camel.
18. Lost in a fog.
19. Pursued by wolves in Russia.
20. Traveling with a circus.
21. A visit to a coal mine.
22. A story the tramp told.
23. Attacked by a mad dog.
24. Adventures of my airship.
25. How I lived on a desert island.
26. Some things I did last summer.
27. What I should like best to do.

SHORT ITEMS FOR THE NEWSPAPERS

1. Two children lost in a storm.
2. The President will visit our city.
3. Accident on the street-car line.
4. A bad runaway on High Street.
5. Two men hurt at the foundry.
6. A new schoolhouse is needed.
7. A burglary in Thompson's hardware store.
8. A mad dog seen in the city.
9. Some new animals at the park.
10. Child run over by an automobile.
11. The Firemen's parade yesterday.
12. A terrible snowstorm in the West.
13. The Agricultural Fair a great success.
14. Improvements on the courthouse.
15. An explosion at the gas house.
16. The result of the election yesterday.
17. A fight in a barroom up town.
18. Progress of the new bridge over the river.
19. An epidemic of measles in the city.
20. A policeman killed last night in a row.
21. Two boys injured while hunting.
22. A big fire in a warehouse.
23. A child lost yesterday on the streets.
24. Work needed on the city hall.
25. The apple crop threatened by the frost.
26. The races at the Fair Grounds.
27. The great military parade.

IRREGULAR VERBS

(For reference only)

When a verb forms its past tense and participle by changes in the word itself or by various endings, other than *d* or *ed*, it is called **irregular**.

The following list contains the most important irregular verbs. Forms that are rarely used have been omitted.

LIST OF IRREGULAR VERBS ¹

PRES.	PAST	PAST PART.	PRES.	PAST	PAST PART.
abide	abode	abode	blow	blew	blown
am (inf. be)	was	been	break	broke	broken
arise	arose	arisen	breed	bred	bred
awake	awoke*	awaked	bring	brought	brought
bear	bore	borne	build	built	built
bear	bore	born	burn	burnt*	burnt*
beat	beat	beaten	burst	burst	burst
begin	began	begun	buy	bought	bought
behold	beheld	beheld	cast	cast	cast
bend	bent	bent	catch	caught	caught
bereave	bereft*	bereft*	chide	chid	chidden
beseech	besought	besought	choose	chose	chosen
bet	bet	bet	cleave	cleft	cleft*
bid	bade	bidden	cling	clung	clung
bid	bid	bid	come	came	come
bind	bound	bound	cost	cost	cost
bite	bit	bitten	creep	crept	crept
bleed	bled	bled	cut	cut	cut

¹ The star indicates that the regular form in *ed* is also in use. For irregular verbs not in this list the student is advised to consult a dictionary.

PRES.	PAST	PAST PART.	PRES.	PAST	PAST PART.
deal	dealt	dealt	lay	laid	laid
dig	dug	dug	lead	led	led
do	did	done	leave	left	left
draw	drew	drawn	lend	lent	lent
dream	dreamt *	dreamt *	let	let	let
drink	drank	drunk	lie	lay	lain
drive	drove	driven	lose	lost	lost
dwell	dwelt	dwelt	make	made	made
eat	ate	eaten	mean	meant	meant
fall	fell	fallen	meet	met	met
feed	fed	fed	mow	mowed	mown *
feel	felt	felt	pay	paid	paid
fight	fought	fought	put	put	put
find	found	found	quit	quit *	quit *
flee	fled	fled	read	read	read
fling	flung	flung	rend	rent	rent
fly	flew	flown	rid	rid	rid
forget	forgot	forgotten	ride	rode	ridden
forsake	forsook	forsaken	ring	rang	rung
freeze	froze	frozen	rise	rose	risen
get	got	got	run	ran	run *
give	gave	given	say	said	said
go	went	gone	see	saw	seen
grind	ground	ground	seek	sought	sought
grow	grew	grown	sell	sold	sold
hang	hung *	hung *	send	sent	sent
have	had	had	set	set	set
hear	heard	heard	shake	shook	shaken
hew	hewed	hewn *	shed	shed	shed
hide	hid	hidden	shine	shone	shone
hit	hit	hit	shoe	shod	shod
hold	held	held	shoot	shot	shot
hurt	hurt	hurt	show	showed	shown
keep	kept	kept	shred	shred *	shred *
kneel	knelt *	knelt *	shrink	shrank	shrunk
knit	knit *	knit *	shut	shut	shut
know	knew	known	sing	sang	sung
lade	laded	laden *	sink	sank	sunk

PRES.	PAST	PAST PART.	PRES.	PAST	PAST PART.
sit	sat	sat	string	strung	strung
slay	slew	slain	strive	strove	striven
sleep	aslept	aslept	swear	swore	sworn
slide	alid	alidden	sweat	sweat *	sweat *
sling	slung	slung	sweep	swept	swept
slink	slunk	slunk	swim	swam	swum
slit	slit	slit	swing	swung	swung
smite	smote	smitten	take	took	taken
sow	sowed	sown *	teach	taught	taught
speak	spoke	spoken	tear	tore	torn
speed	sped *	sped *	tell	told	told
spend	spent	spent	think	thought	thought
spin	spun, span	spun	thrive	throve *	thriven *
spit	spit	spit	throw	threw	thrown
split	split	split	thrust	thrust	thrust
spread	spread	spread	tread	trod	trodden
spring	sprang	sprung	wear	wore	worn
stand	stood	stood	weave	wove	woven
steal	stole	stolen	weep	wept	wept
stick	stuck	stuck	wet	wet	wet
sting	stung	stung	win	won	won
strew	strewed	strewn *	wind	wound	wound
stride	strode	stridden	wring	wrung	wrung
strike	struck	struck	write	wrote	written

ABBREVIATIONS

(For reference only)

A.B. or B.A.	Bachelor of Arts	Fri.	Friday
acct.	account	Ga.	Georgia
A.D.	In the year of our Lord	Gen.	General
Ala.	Alabama	Gov.	Governor
A.M.	Before noon	Hon.	Honorable
A.M. or M.A.	Master of Arts	i.e.	that is
Anon.	Anonymous	Ill.	Illinois
Ariz.	Arizona	Ind.	Indiana
Ark.	Arkansas	I.O.U.	I owe you
Atty.	Attorney	Jan.	January
Aug.	August	Jr. or Jan.	Junior
Av. or Ave.	Avenue	Kans.	Kansas
Bbl., or bbl.	barrel	Ky.	Kentucky
B.C.	Before Christ	La.	Louisiana
Cal.	California	L.I.	Long Island
Capt.	Captain	Lieut.	Lieutenant
cf. (<i>confer</i>)	compare	LL.D.	Doctor of Laws
Co.	Company; County	M.	Noon
C.O.D.	Collect on Delivery	Maj. Gen.	Major General
Col.	Colonel	Mass.	Massachusetts
Colo. or Col.	Colorado	M.C.	Member of Congress
Conn.	Connecticut	M.D.	Doctor of Medicine
Cor. Sec.	Corresponding Secretary	Md.	Maryland
Cr.	Credit; Creditor	Me.	Maine
ct. or ¢	cent	Messrs.	Gentlemen
D.C.	District of Columbia	Mfg.	Manufacturing
D.D.	Doctor of Divinity	Mich.	Michigan
Dec.	December	Minn.	Minnesota
Del.	Delaware	Miss.	Mississippi
Dept.	Department	Mlle.	Mademoiselle
do.	the same	Mme.	Madame
Doz. or doz.	Dozen	Mo.	Missouri
Dr.	Debtor; Doctor	Mon.	Monday
E.	East	Mont.	Montana
e.g.	for example	M.P.	Member of Parliament
etc. or &c.	and so forth	Mr.	Mister
Ex.	Example		
Feb.	February		
Fla.	Florida		

Mrs.	Mistress	Rec ^d	Received
MS.	Manuscript	Rev.	Reverend
MSS.	Manuscripts	R.I.	Rhode Island
Mt.	Mount	R.S.V.P.	Answer, if you please
N.	North	S.	South
N.A.	North America	Sat.	Saturday
Nebr.	Nebraska	Sec.	Secretary
Nev.	Nevada	Sept.	September
N.C.	North Carolina	Sr. or Sen.	Senior
N. Dak.	North Dakota	S.C.	South Carolina
N.H.	New Hampshire	S. Dak.	South Dakota
N.J.	New Jersey	St.	Saint; Street
N. Mex.	New Mexico	Sun.	Sunday
No.	Number	Supt.	Superintendent
N.Y.	New York		
Oct.	October	Tenn.	Tennessee
O. ¹	Ohio	Tex.	Texas
Okla.	Oklahoma	Thurs.	Thursday
Ore	Oregon	Tues.	Tuesday
Pa. or Penn.	Pennsylvania	ult. (ultimo)	last month
per cent	by the hundred	U.S.	United States
Ph.D.	Doctor of Philosophy	Ut. ¹	Utah
Pinx. or Pxt.	He painted it	Va.	Virginia
P.M.	Afternoon; Postmaster	viz.	to wit, namely
P.O.	Post Office	vs.	against
Pres.	President	Vt.	Vermont
Pro tem.	For the time being	W.	West
Prof.	Professor	Wash.	Washington
P.S.	Postscript	Wed.	Wednesday
Q.E.D. Which was to be demonstrated		Wis.	Wisconsin
Q.E.F. Which was to be done		W. Va.	West Virginia
		Wyo.	Wyoming

¹ To save confusion, it is better not to abbreviate Ohio and Utah, which are short enough to be written in full without great effort.

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